Doc. 300.1.2

Higher Education Institution's

Response

Date: Date.

- **Higher Education Institution:**

  European Institute of Management and Finance

- **Town: Nicosia**

- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:

  Δίπλωμα στη Εταιρική Διαχείριση και Κανονιστική Συμμόρφωση

  In English:

  Diploma in Corporate Administration and Compliance

- **Language(s) of instruction:** English

- **Programme's status:** Choose Status

- **Concentrations (if any):**

  In Greek: Concentrations

  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

    - *the areas of improvement and recommendations of the EEC*

    - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. <mark>Feedback transparency</mark>: While monitoring mechanisms exist, more clarity is needed on how student and stakeholder feedback leads to concrete curriculum changes. <mark>Recommendation</mark>: Publish annual QA outcome reports highlighting changes made based on feedback. Relevant internal stakeholders.	We thank the Committee for this recommendation and fully agree on the importance of making the link between feedback and curriculum change more visible. Student and stakeholder feedback is collected through our Student Feedback Mechanisms (end-of-course evaluations, Course/Module Leader reports, Student–Staff Liaison Committee meetings and Advisory Council input). Programme and Module Leaders are required, in their Annual Reports, to show how this feedback has informed changes to module content, assessment, learning activities and support at both module and programme level. The Academic Committee has ownership of this process and reviews these reports to ensure that relevant enhancements are implemented. To make the outcomes of this process clearer, we have introduced an Annual Programme Quality Report (APQR) for each programme. The APQR: • summarises the main student and stakeholder feedback for the year • describes the key changes made to the curriculum, assessment and delivery in response • indicates where changes depend on external or regulatory approval (e.g. CYQAA, professional bodies). The APQR is approved at institutional level and the Internal Quality Assurance Committee (IQAC) circulates a summary to relevant internal stakeholders (Academic Committee, teaching staff, Registry, Student Support and others as appropriate) so that resulting actions and improvements are clearly communicated. In addition, the full APQR is	Choose level of compliance:

	made accessible to students via the programme's LMS page, enabling them to see how their feedback has led to concrete enhancements.	
	Through these measures, the Programme provides the requested transparency on how feedback leads to curriculum changes and how outcomes are communicated to both internal stakeholders and students, ensuring the continuous enhancement of programme quality. These arrangements are in line with the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 1.1, 1.2, 1.7, 1.8 and 1.9).	
	Please see ANNEX 1 – 3	
2. ***Alumni tracking*:** **Although alumni input is mentioned, systematic long-term graduate career tracking is limited.** **Recommendation:** **Develop a structured alumni survey system for continuous employability data.**	We welcome the Committee's recommendation on the systematic collection and use of alumni and employer feedback. EIMF is a newly established institution, and this is a newly introduced programme, so there are currently no graduates and alumni feedback is not yet available in practice. Nonetheless, a structured alumni- and employer-feedback framework has already been defined at institutional level and is designed to come into full operation as soon as the first cohort completes the programme. Within this framework, graduates are to be invited to complete short online surveys at defined points after completion (for example, around six and twelve months, and at a later follow-up). These surveys are designed to collect information on employment status, sector and role, further study, and the perceived relevance and usefulness of the programme to professional practice and career development. Where feasible, employers of graduates are also asked to provide feedback on graduate preparedness, emerging skills gaps and alignment with labour-market needs. The Careers & Alumni Office is designated as the coordinating unit for this process (survey administration, contact management and initial analysis). The resulting data are considered by the Programme Leader, the Academic Committee and the Internal Quality Assurance Committee (IQAC) and are incorporated into the programme's Annual Programme Quality Report (APQR) and institutional quality reports. In this way, alumni and employer feedback forms a regular evidence base for programme monitoring, curriculum enhancement and the review of learning outcomes. The	Choose level of compliance:

	framework also envisages that aggregated headline indicators (such as employment rates, sector/role distribution and perceived programme relevance) are reported in summary form on programme information channels once sufficient data exist, thereby supporting transparency for prospective students and external stakeholders. All data collection and processing are designed in accordance with GDPR and the institution's Data Protection Policy, including appropriate privacy notices, aggregate reporting and defined retention periods. Taken together, these arrangements ensure that, once graduates exist, alumni and employer feedback is collected systematically, used in an evidence-based manner to inform programme enhancement, and communicated in line with the European Standards and Guidelines for Quality Assurance in Higher Education, particularly ESG 1.7 (Information management), ESG 1.8 (Public information) and ESG 1.9 (On-going monitoring and periodic review of programmes).	
3. **International benchmarking**: **Current QA processes rely heavily on internal committees.** **Recommendation**: **Broaden systematic benchmarking with peer institutions abroad to enhance global comparability.**	We appreciate the Committee's recommendation on international benchmarking and agree that systematic comparison with peer institutions abroad is essential for ensuring global comparability. International reference points are already an established feature of EIMF's institutional quality assurance arrangements and are embedded in the design, monitoring and review of this programme. At institutional level, EIMF's programmes are positioned against external frameworks such as the Cyprus national qualifications framework, the Bologna framework and relevant European and international professional standards. In addition, for each programme, a small set of comparable programmes at reputable institutions in the United Kingdom and the European Union is identified using clear criteria (for example, level, disciplinary focus, delivery mode and student profile). Publicly available information on curriculum structure, credit weighting, learning outcomes, assessment patterns and graduate attributes is analysed by the Internal Quality Assurance Committee (IQAC), with the Programme Leader contributing to the interpretation and application of these benchmarks in programme review. This benchmarking is undertaken at least once every two years as part of the periodic programme review cycle and may also be drawn upon, where appropriate, in annual monitoring discussions. The	Choose level of compliance:

	main findings are recorded and considered as part of programme evaluation and in the Annual Programme Quality Report. International benchmarking is further supported at institutional level through EIMF's participation in European academic and professional networks and collaborations (for example, FEDE and Erasmus-based partnerships), and through the development of joint and collaborative activities with UK and EU universities. EIMF is also in the process of concluding transnational education (TNE) agreements with UK universities. These collaborations provide structured opportunities for curriculum alignment, external scrutiny and comparison of academic standards, teaching approaches and student support arrangements, and are used to inform, rather than replace, independent benchmarking. The Advisory Council brings an additional international dimension to this process. It includes distinguished academics and professionals from abroad, such as Associate Professor Stelios Tofaris (University of Cambridge) and Professor Nicholas Ryder (Cardiff University), who contribute directly to discussions on academic standards, curriculum relevance and teaching practices across EIMF's portfolio. Their input, together with evidence from peer-programme comparisons, is integrated by IQAC into programme evaluations and periodic reviews, ensuring that international benchmarks are considered alongside internal data when decisions are taken about programme development. Through these institution-wide arrangements, international benchmarking is already embedded as a normal part of quality assurance and programme enhancement, complementing the work of internal committees and supporting the international relevance and comparability of the programme. This practice is consistent with the European Standards and Guidelines for Quality Assurance in Higher Education, in particular ESG 1.1 (Policy for quality assurance), ESG 1.2 (Design and approval of programmes), ESG 1.7 (Information management), ESG 1.8 (Public information) and ESG 1.9 (On-going monitoring and periodic review of programmes).	
4. ==*Public information completeness*==: **While key programme details**	We note the Committee's recommendation regarding the completeness of our public information and fully agree that transparent publication of	Choose level of compliance:

are available, data such as graduate employment rates, completion rates, and student satisfaction summaries could be more prominently published. In addition, there can be more information about student workload, the format and methods of assessment, the involvement of external stakeholders etc. **Recommendation: Enhance the transparency of the abovementioned information on the website.**	programme information and performance data is vital to accountability and to building trust with students, employers and the wider community. Key programme details (such as aims, structure, entry requirements, delivery mode and fees) are already available on the EIMF website. Building on this, the structure of programme webpages is being strengthened so that important information is more complete, clearly explained and prominently displayed. For each programme: At approval stage, the programme webpage presents: • Programme aims and learning outcomes • Indicative workload and credit information (including contact hours, independent study and total workload per module/ECTS) • The main assessment methods and indicative weightings, with a short explanation of how assessment is moderated and mapped across the programme. After completion of the first full academic year, the programme webpage is extended to include: • A brief description of the involvement of external stakeholders (for example, external examiners, external academic experts, Advisory Council members and employer representatives) • A small selection of anonymised student testimonials, drawn from internal feedback mechanisms, illustrating key aspects of the learning experience and the main strengths of the programme from the student perspective, together with one or two headline indicators from student surveys (for example, overall satisfaction expressed as a percentage) • Where data are available, high-level indicators on student progression and completion. Once graduates exist, headline graduate outcomes (such as employment and further-study indicators) are added in aggregated form, based on structured alumni and employer survey.	

Where particular items are not yet available for a new programme (for example, before the first year has been completed or before the first cohort has graduated), the webpage clearly indicates this with a short note such as "No data yet – first publication after completion of Year 1", together with a brief explanation of how the information will be collected and reported once available.

In line with the institutional role description, the Programme Leader is responsible for ensuring that the academic and programme-related information on the programme webpage is accurate and up to date. The Marketing and Communications Team ensures the clarity, accessibility and visual presentation of the webpage, while the Internal Quality Assurance Committee (IQAC) oversees consistency and completeness across programmes. Data are drawn from the institution's internal information and quality-assurance processes, are presented in plain English, and are published in aggregated form in line with GDPR and the institution's Data Protection Policy. Each programme webpage also shows the date of last update so that users can see when the information was most recently reviewed.

Through these measures, the website provides more prominent, complete and transparent information on student workload, assessment methods, external stakeholder involvement and key student and graduate indicators, in line with the Committee's recommendation and with the expectations of the European Standards and Guidelines for Quality Assurance in Higher Education, particularly ESG 1.7 (Information management), ESG 1.8 (Public information) and ESG 1.9 (On-going monitoring and periodic review of programmes).

As an illustration of current practice, the Committee may wish to consult the webpage of the Diploma in Accounting and Financial Management at https://eimf.eu/diploma-in-accounting-and-financial-management/, which is already structured in accordance with this approach.

5. **There is a number of places where the content of the courses overlaps e.g. within**	The EIMF Academic Team acknowledge the Committee's recommendations concerning curriculum content and overlap between certain courses. The institution recognises the importance of ensuring that courses are clearly differentiated and accurately titled, whilst also covering	Choose level of compliance:

CSR/ESG and Corporate Governance (Corporate Governance, Compliance and Ethics). We **recommend** that any overlap is identified and dealt with i.e. under which course a certain topic should be covered. Below are some **recommendations** for specific modules, which we wish to make: **(1) The course Business Awareness is certainly relevant, and the content covers key elements of companies and their organization. However, we suggest that the course title to a higher extent should reflect its content.** **(2) In the course Introduction to**	subject matter in sufficient depth and with direct relevance to professional practice. *We recommend that any overlap is identified and dealt with i.e. under which course a certain topic should be covered.* At programme level, the Academic Team has undertaken a curriculum mapping exercise across all courses to identify where topics appear, to define a clear "home" module for each major theme, and to distinguish between necessary reinforcement and unnecessary duplication. For each topic, the "home" module is the place where it is introduced and developed in depth; in other modules, the same topic appears only where it adds value by reinforcing learning in a different context (for example, revisiting a governance or compliance concept from a more practical, procedural or ethical perspective). This structured approach allows students to encounter key ideas more than once, but at increasing levels of complexity and in different professional settings, which supports deeper learning, integration of knowledge and the development of judgement. Module descriptors and learning outcomes have been adjusted accordingly to make these roles explicit. This mapping will be maintained and revisited as part of annual monitoring and periodic programme review, and the updated curriculum map is available to the Committee on request. Through these targeted adjustments, the programme has been refined to maintain coherence, avoid unnecessary duplication and ensure that any overlaps are meaningful, purposeful and pedagogically justified. **(1) Business Awareness – course title** *The course Business Awareness is certainly relevant, and the content covers key elements of companies and their organization. However, we suggest that the course title to a higher extent should reflect its content.* In line with this process, the course previously titled Business Awareness has been renamed to Business Management and Strategy. The revised title more accurately reflects the scope and content of the course, emphasising its focus on the structures, functions and organisation of companies and their strategic context. This change has been reflected in the course descriptor, programme handbook and website, providing greater clarity for both students and external stakeholders.	

Financial Accounting, we suggest that more weight is given to key concepts, such as Transfer Pricing, Related Party Transactions and Impairment Test for goodwill. The course could also benefit if it included an introduction to profitability analysis, such as ROE, ROA, ROIC, Assets Turnover etc. **(3) In the course Company Law and Procedures, we suggest that students become aware of key concepts in relation to mergers and acquisitions, including the differences between these two including asset/share deal etc. There are a lot of legal documents involved in M&A and it is likely that the students will be**	**(2) Introduction to Financial Accounting – key concepts and profitability analysis** *In the course Introduction to Financial Accounting, we suggest that more weight is given to key concepts, such as Transfer Pricing, Related Party Transactions and Impairment Test for goodwill. The course could also benefit if it included an introduction to profitability analysis, such as ROE, ROA, ROIC, Assets Turnover etc.* With regard to the recommendations for Introduction to Financial Accounting, we have carefully adjusted the curriculum to ensure that each topic is covered in a coherent and progressive manner across the programme: In Introduction to Financial Accounting, students are now introduced at a conceptual level to: • Related party transactions (with explicit reference to IAS 24) • Impairment testing of goodwill (with reference to IAS 36, focusing on the core idea of impairment, triggers and impact on the financial statements) • The basic purpose and interpretation of key profitability indicators (such as ROE, ROA and Asset Turnover), supported by simple worked examples More detailed and technical coverage of certain topics then follows in higher-level courses: The concept and practical implications of transfer pricing are addressed in depth in the course International Taxation, Section IV, Lectures 9 and 10, where students analyse arm's length pricing, intra-group transactions and compliance requirements. A more advanced and quantitative treatment of profitability analysis (including ROE, ROA, ROIC, Asset Turnover and related ratios) is provided in Financial Management and Analysis for Compliance, Section I, Lectures 1 and 2. This design ensures that students encounter the recommended concepts at an appropriate introductory level in Introduction to Financial Accounting,	

involved with the practical paralegal work in such cases after finishing their degree. **(4) For the course Drafting Contracts, we suggest that the course includes a section on civil law which is the legal basis for Continental Europe. The students should know the main differences between Common and Civil law.** **(5) Since soft skills and psychological factors are important in most contractual negotiations, we recommend that the course includes a section on behavioral psychology and group decision making.** **(6) In addition, we recommend that an elective covering compliance in financial**	while more detailed analytical and regulatory aspects are developed in specialist courses later in the programme. Course descriptors and assessment briefs have been updated accordingly to reflect this progression and to avoid unnecessary repetition. **(3) Company Law and Procedures – mergers and acquisitions (M&A)** *In the course Company Law and Procedures, we suggest that students become aware of key concepts in relation to mergers and acquisitions, including the differences between these two including asset/share deal etc. There are a lot of legal documents involved in M&A and it is likely that the students will be involved with the practical paralegal work in such cases after finishing their degree.* We agree that mergers and acquisitions (M&A) represent an essential component of legal and corporate education, particularly for students preparing for roles in corporate administration and compliance. Following the curriculum review, we confirm that M&A is treated as a structured cross-cutting theme, introduced in Company Law and Procedures and then developed from complementary perspectives in other courses: • In Company Law and Procedures, the legal process of mergers and acquisitions is introduced in Section VII, Lecture 12. This session covers the procedural steps, the distinctions between mergers and acquisitions, and the differences between asset deals and share deals under Cypriot corporate law. A learning outcome has been added to ensure that students can identify and describe these key distinctions. • In Legal Environment of Business, the main national and EU legislative provisions governing mergers and acquisitions are analysed in Section VII, Lectures 12 and 13, focusing on the broader regulatory framework, corporate restructuring principles and the role of supervisory authorities. • In Legal Writing and Drafting, the documentation requirements for M&A are examined in Section VI, Lecture 11, addressing key legal documents such as share purchase agreements, merger contracts, due diligence reports and transaction-related correspondence, giving students exposure to practical legal drafting tasks.

institutions is included. The reason is that a large proportion of students will be working in financial institutions where the amount of specialised compliance (e.g. AML, MIFID) is very high.	• In Cyprus Taxation System, the tax implications of mergers and acquisitions are covered in Section VI, Lecture 13, focusing on the tax treatment of corporate reorganisations, applicable exemptions and administrative procedures.

Taken together, this approach ensures that the subject of M&A is not treated in isolation but is introduced in Company Law and Procedures and then deepened and contextualised in related courses. Cross-references have been added to the relevant descriptors so that the progression is clear and duplication is avoided.

(4) Drafting Contracts – civil law and common law

For the course Drafting Contracts, we suggest that the course includes a section on civil law which is the legal basis for Continental Europe. The students should know the main differences between Common and Civil law.

With respect to the recommendation on the introduction and differentiation of civil and common law, students are introduced to the two systems and their key differences in Foundations of Cyprus Law, Section VI, Lecture 10. This provides the necessary conceptual background. To align more closely with the Committee's recommendation, the course Drafting Contracts has been updated so that:

• The comparative aspects of civil law and common law are explicitly revisited in the context of contract drafting (for example, through case examples and clause comparisons)

• A corresponding learning outcome now requires students to demonstrate awareness of how jurisdictional differences can influence drafting choices and risk allocation

This ensures that the foundational introduction in Foundations of Cyprus Law is explicitly applied and reinforced in Drafting Contracts, particularly in cross-border or multi-jurisdictional scenarios.

(5) Behavioural psychology and group decision-making in negotiations

Since soft skills and psychological factors are important in most contractual negotiations, we recommend that the course includes a section on behavioral psychology and group decision making.

In response to the recommendation regarding soft skills and psychological factors, an additional section on behavioural psychology and group decision-making has been incorporated into the course Critical Thinking and Analytical Skills. This covers key concepts such as cognitive biases, group dynamics, consensus-building and decision-making under uncertainty.

Building on this foundation, Drafting Contracts has been enhanced to include:

- structured negotiation simulations, collaborative clause-drafting and group decision-making exercises

- an updated learning outcome requiring students to apply insights from behavioural psychology and group dynamics to contractual negotiations

In this way, the conceptual understanding is developed in Critical Thinking and Analytical Skills, and then applied and assessed in Drafting Contracts, in line with the Committee's emphasis on the importance of psychological and soft skills in contractual negotiations.

(6) Elective on compliance in financial institutions

In addition, we recommend that an elective covering compliance in financial institutions is included. The reason is that a large proportion of students will be working in financial institutions where the amount of specialised compliance (e.g. AML, MIFID) is very high.

We fully recognise the Committee's rationale for recommending an elective focused on compliance in financial institutions, given the high level of regulatory specialisation (for example, AML and MiFID-related requirements) in that sector and the likelihood that many graduates will work in financial services.

At this stage, it is considered that the key themes relating to compliance in financial institutions are already substantively addressed within existing

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modules, in particular Compliance Fundamentals, The Legal Environment of Business, Strategic Compliance Management, and Corporate Governance, Compliance and Ethics. Across these courses, students are introduced to the main regulatory frameworks, core compliance functions and practical obligations that are relevant to banks and other financial institutions, as well as to corporate entities more broadly. By way of illustration:

- Compliance Fundamentals introduces the core principles of organisational compliance, including the global regulatory landscape (for example EU Anti-Money Laundering Directives and GDPR), the role of regulators and the foundations of designing, implementing and monitoring effective compliance programmes across sectors.

- The Legal Environment of Business examines the Cypriot legal and regulatory framework for business, including corporate, employment, data protection, real estate, commercial and insolvency law. It also includes a dedicated AML and cybersecurity block covering customer due diligence/KYC, suspicious transaction reporting, sanctions and the role of financial regulators and supervisory bodies.

- Strategic Compliance Management focuses on risk-based compliance approaches and the strategic role of compliance in financial services regulation, including consumer and investor protection. It draws on EU regulatory frameworks (such as GDPR and AMLD), FATF guidance and case studies from Cyprus and the EU to show how organisations design, assess and enhance risk-based compliance frameworks.

- Corporate Governance, Compliance and Ethics explores how boards and senior management oversee compliance and risk, how corporate governance frameworks and internal controls operate, and how ethical culture and regulatory expectations (including AML, data protection, tax and sector-specific rules) interact in both financial and wider corporate settings.

For this reason, the Academic Team does not currently propose the immediate creation of a separate elective solely dedicated to compliance in financial institutions. Nevertheless, following the launch of the programme, the relevance and depth of coverage in this area will be kept under close review through annual monitoring and periodic programme

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	review, taking into account feedback from students, employers, external examiners and the Advisory Council, as well as graduate destinations. If, in the light of this evidence, a clear need for a dedicated elective emerges, the introduction of a fully focused module on compliance in financial institutions will be actively considered through the normal programme-development and approval processes. Through this combination of curriculum mapping to manage overlap (maintained and revisited as part of ongoing monitoring), targeted refinements to individual module syllabi, and a structured, evidence-based approach to the possible future development of a financial-services compliance elective, the programme responds to the Committee's recommendations while maintaining coherence, appropriate progression and a clear division of topics across modules. This work is consistent with the expectations of the European Standards and Guidelines for Quality Assurance in Higher Education, particularly ESG 1.2 (Design and approval of programmes) and ESG 1.9 (On-going monitoring and periodic review of programmes).	

2. Student – centred learning, teaching and assessment

(ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. *Assessment balance*: **Some assessments are still theory-heavy, with scope to further expand applied/practical components.** **Recommendation: Increase practice-oriented evaluation (e.g., presentations, group projects or projects with industry). Prepare minutes or the quality assurance meeting. Lms with virtual learning.**	We note the Committee's observation regarding assessment balance and recognise the importance of ensuring that evaluation captures both conceptual understanding and the applied skills required in corporate administration and compliance roles. From the outset, the programme has incorporated a substantial practice-oriented dimension through modules such as legal drafting, law office management, legal research, strategic compliance management and the capstone project, all of which already assess students on realistic professional tasks. In light of the Committee's comments, the Academic Team has nevertheless undertaken a structured review of the assessment map across all modules. This review confirmed that many modules already combine written examinations with applied coursework but also identified a small number of cases where summative assessment was more theory-heavy than intended. For these modules and where considered appropriate in relation to the intended learning outcomes, assessment has been adjusted so that practice-oriented tasks have a clearer and more visible role alongside examinations. The outcomes of this review and the resulting refinements have been discussed in the Internal Quality Assurance Committee, and are recorded in the minutes of those meetings, which can be made available to the Committee on request. A concise overview of the affected modules and their revised assessment mix is presented in the annexed assessment-rebalancing tables. The assessment map will continue to be revisited as part of the programme's annual monitoring and periodic review. Across the core modules, the following principles now guide summative assessment: **Authentic, applied tasks where appropriate**	Choose level of compliance :

In relevant modules, at least one significant assessment task requires students to apply knowledge and skills in realistic scenarios and to produce professional-type outputs (for example, legal or compliance memoranda, board briefings, contract clauses, internal policies, short reports or case analyses), with a clear expectation that they justify their reasoning.

Balanced mix, not replacement, of examinations

Written examinations remain in place where they are the most suitable method for assessing outcomes (such as foundational doctrinal knowledge, key concepts and time-constrained problem-solving). The intention has been to rebalance, not to remove, examinations, so that applied coursework and projects carry a more substantial and visible share of the overall mark in those modules where this is pedagogically appropriate.

Enhanced use of presentations, group projects and industry-informed work

In a number of modules, there is now greater emphasis on:

- individual and group presentations framed as briefings to a board, regulator or client

- group projects simulating the management of a "case file" over several weeks, including document analysis, drafting and recommendations

- industry-informed tasks based on real or realistic cases discussed with practitioners and Advisory Council members, particularly in compliance-focused modules.

By way of example, in Drafting Contracts the weight of the written examination has been reduced and the practical drafting portfolio and a negotiation exercise have been given a higher combined weighting, so that students' performance in applied drafting and negotiation contributes more significantly to their final mark.

Interactive and oral elements in selected modules

In some modules, interactive oral assessments (for example, client-interview simulations, negotiation exercises or oral defences of written work) have been introduced or strengthened as a complement to written outputs, reflecting developments in professional legal and business education. These

activities are delivered primarily in the classroom, within the conventional, face-to-face teaching model of the programme.

Clear criteria and workload transparency

For major applied tasks, structured marking guidelines are shared with students in advance, clarifying what is being assessed (for example, accuracy and relevance of legal or financial analysis, practical feasibility of proposals, structure and clarity, professional tone, teamwork and communication) and indicating expected performance levels. Assessment weightings have been reviewed so that practice-oriented components carry a meaningful proportion of the module mark, and indicative workload for each assessment is made explicit in module outlines.

While the programme is delivered by conventional, face-to-face methods, the institution's Learning Management System (LMS) is used in a supporting role to enhance assessment organisation and transparency. In particular, the LMS is used to post assessment briefs and marking guidelines, to manage electronic submission of coursework, and to provide feedback and marks in a timely and accessible way. The institutional Study Guide set out the overall grading system, and each course Study Guide clearly specifies the assessment methods and the corresponding weights for that module; these Study Guides are made available to students and mirrored on the LMS so that expectations are transparent from the start of each semester.

Taken together, these arrangements confirm and further strengthen the practice-orientation of assessment across the programme, while maintaining rigorous examination components where these are educationally justified. They ensure that students are assessed not only on what they know, but also on what they can do with what they know in realistic, professionally relevant contexts, in line with the expectations of the European Standards and Guidelines for Quality Assurance in Higher Education, particularly ESG 1.3 (Student-centred learning, teaching and assessment) and ESG 1.9 (On-going monitoring and periodic review of programmes).

Please see ANNEX 4 (Excel File) | Revised Assessment Mapping

2. **Assessment Relevance**: It is not very clear	As noted in our response on assessment balance, the programme has been designed on an outcomes-based basis from the outset. We accept, however, that in the original application the link between intended learning outcomes	Choose level of

how student assessments are in line with learning outcomes. In each module we know weighting of the assessment (participation, midterm assignment and final exams), but the method and the format of exams and assignments are not explicitly explained (some info came out in PPT but not in the application document).	and assessment methods was not always made sufficiently explicit in the written documentation, and that the format of examinations and assignments was sometimes described more clearly in teaching materials than in the submitted forms. To address this, we have strengthened both our internal design tools and the student-facing information, without changing the underlying philosophy of the programme. In particular, each module now includes a standard Assessment–Learning Outcomes Alignment Table, included in the module descriptor and the Course Study Guide. This table sets out: • the module learning outcomes • each assessment component (for example, participation, mid-term work, final examination, project, presentation, portfolio) • the method and format of each component (for example, two-hour closed-book written exam with problem-based questions; open-book case analysis; individual written assignment; group presentation to a simulated board; oral defence) • the weighting of each component, and • which learning outcomes are primarily or secondarily assessed by each component. For written examinations, module leaders also prepare a concise assessment blueprint describing the structure of the paper (sections, question types) and the indicative distribution of marks across learning outcomes. For major assignments and applied tasks, clear marking criteria are shared with students in advance, so that they can see how their work will be judged in terms of analysis, application of theory, structure, use of sources, professional presentation and, where relevant, teamwork. Where participation is an assessed component, the Course Study Guide now also explains what constitutes assessed participation in that module (for example, contribution to seminar discussions, engagement in in-class tasks or group work, short in-class written exercises), so that it is not perceived as a vague or attendance-only element.	compliance:

	By way of example, in Business Awareness (BUS101) the alignment table shows that the learning outcome relating to the application of analytical tools (such as SWOT and Five Forces) is assessed primarily through the mid-term case-based assignment and the case section of the final examination, with class participation providing supporting evidence through structured case discussions.

This information is reflected consistently in the Course Study Guides, which bring together learning outcomes, assessment components, formats and weights in one place, and on the Learning Management System, where students can access assessment briefs, criteria and, where appropriate, indicative materials. A sample set of assessment–learning outcomes tables and exam blueprints is provided in the annex to illustrate how this operates in practice across the programme's modules.

Taken together with the rebalancing measures already described, these steps make the connection between learning outcomes, assessment methods and assessment formats explicit, visible and verifiable at module level, in line with ESG 1.2 (Design and approval of programmes) and ESG 1.3 (Student-centred learning, teaching and assessment).

Please see ANNEX 4 (Excel File) | Learning Outcomes vs Assessment | |
| 3. ==Assessment objectivity==: **Although multi-format assessments are in place, not all courses involve more than one examiner.**

==Recommendation==**: Broaden use of double-marking/moderation to strengthen fairness and** | We recognise the importance of fairness and consistency in assessment and agree that involving more than one examiner is an important safeguard, especially for high-stakes components. Although internal checks were already in place, these have now been clarified and strengthened so that the use of a second examiner, on a sample basis, is more systematic and clearly documented.

In particular:

- For high-stakes assessments (the capstone and any component worth 50% or more of the module mark, typically final examinations), marking is subject to an enhanced moderation sample. A second examiner reviews a substantial sample of scripts, including all fails and borderline marks and a range of mid- and high-performing scripts. Where there is a significant difference between the initial mark and the second examiner's judgement, the examiners discuss and agree a final mark, and a brief record of the decision is retained. If the initial sample reveals systematic | Choose level of compliance : |

consistency – see below comment about external examiner. Adonis provide the content	variation (e.g. consistently harsh or generous marking), the sample is expanded and, where appropriate, marks are adjusted in a consistent way across the cohort. • For all other summative work, marking is also moderated on a sample basis. An initial sample of approximately 10–20% of scripts, again covering fails, borderlines and high marks, is reviewed by a second examiner using the same rubric. Where this review suggests any pattern of concern, the sample size is increased and targeted adjustments are made, with short notes kept where changes occur. • Major assessments use shared marking rubrics, and brief marker-standardisation discussions are held to align expectations before marking begins. A senior External Examiner reviews assessment tasks, marked work, moderation samples and grade profiles each year and comments specifically on the consistency of marking, the appropriateness of standards and the effectiveness of these moderation arrangements. These measures ensure that more than one examiner is systematically involved, on a structured sample basis, wherever the stakes are highest and across other summative work; that marking is checked and, where necessary, corrected; and that decisions are documented and subject to external scrutiny. In this way, assessment objectivity and consistency are reinforced in line with ESG 1.3 (Student-centred learning, teaching and assessment) and ESG 1.9 (On-going monitoring and periodic review of programmes). **Please see Annex 5**	
4. **Feedback transparency:** **While feedback is collected, more evidence is needed on how it is systematically used for teaching**	As noted in our response to Comment 1 under Area 1, the programme operates within an annual quality cycle that produces a concise programme-level quality report. Building on this, we have clarified and strengthened the way in which student feedback is recorded and used at both module and programme level, so that the link between feedback and action is clearly evidenced over time. Student feedback is collected systematically at several levels:	Choose level of compliance :

and curriculum improvements. **<mark>Recommendation</mark>: Have a track record through summary reports showing actions taken in response to student feedback.**	• Module level: end-of-module feedback questionnaires focusing on teaching quality, assessment clarity, workload and overall learning experience, supplemented by comments from the Student–Staff Liaison Committee (SSLC) and informal feedback during the semester. • Programme level: annual reflections by the Programme Leader on the coherence of the curriculum, relevance to professional practice and workload balance across modules, informed by the Module Leaders' reports. • Institutional level: elected student representatives participate in relevant academic and quality committees, contributing directly to discussions on teaching, assessment and student support. In line with the Role and Responsibilities of the Module Leader, each Module Leader completes an Annual Module Leader Report for every academic year in which the module is delivered (see Annex to that policy). This report: • Summarises student feedback from Module Feedback Questionnaires and SSLC discussions • Comments on student performance and the achievement of learning outcomes • Records actions taken or planned in response to feedback (for example, revising assessment briefs, adding practical examples and case studies, adjusting reading lists, refining workload or scheduling, enhancing use of the LMS) • Sets out priorities and an action plan for the following year. These Annual Module Leader Reports act as structured, module-level evaluation and enhancement notes. The Programme Leader reviews all reports for the programme and prepares an annual Student Feedback and Enhancement Summary at programme level. This Summary: • Groups feedback into a small number of themes (e.g. teaching and learning, assessment, organisation, resources/support); • Lists the concrete actions taken or agreed in response to each theme, with a named responsible person; and	

	• Reports briefly on the status of actions from the previous cycle (completed / ongoing / not pursued, with a short rationale). The key points from this Summary are incorporated into the annual programme quality report, which highlights the most significant feedback themes and the resulting changes (for example, clearer assessment guidance in Course Study Guides, increased use of practice-based activities, additional revision/support sessions, improvements to online resources or LMS structure). These headline items are communicated back to students via the Learning Management System and, where appropriate, explained in class so that students can see how their feedback has influenced teaching and programme development. For this newly established programme, the same arrangements apply from the first full academic year of delivery onwards. Annual Module Leader Reports and the programme-level Student Feedback and Enhancement Summary will be produced at the end of the first cycle and then on an ongoing basis each year. To demonstrate that this framework is already operational within EIMF, illustrative examples (a completed Annual Module Leader Report, a programme-level Student Feedback and Enhancement Summary and an extract from an existing programme quality report, together with an LMS communication to students) are provided in the annexes from currently running programmes. Over successive cohorts this approach will create the documented track record of summary reports and actions requested by the Committee, showing how student feedback is systematically collected, analysed, acted upon and monitored. These arrangements enhance feedback transparency and link student voice directly to documented improvement actions, in line with ESG 1.3 (Student-centred learning, teaching and assessment), ESG 1.7 (Information management) and ESG 1.9 (On-going monitoring and periodic review of programmes). **Please see ANNEX 1 – 3**	
5. *Foundational support*: **Some students may struggle with**	We welcome the Committee's recommendation and recognise that, in an interdisciplinary programme combining law, governance, taxation and financial compliance, some students may need additional scaffolding to build confidence in the more technical or quantitative components.	Choose level of compliance :

interdisciplinary or technical aspects (e.g., taxation, financial compliance). <mark>Recommendation</mark>: **Consider offering preparatory modules or additional academic support.**	From the outset, the programme has been designed with a built-in foundational support layer, rather than assuming pre-existing specialist knowledge:
	• Introductory modules (such as Business Awareness, Foundations of Cyprus Law, Legal Environment of Business, Compliance Fundamentals and Tax Framework) are taught on the explicit assumption that not all students will have prior exposure to accounting, finance or legal practice.
	• Early teaching in taxation, finance and compliance uses plain-language explanations, step-by-step worked examples and short, low-stakes exercises before progressing to more complex case work and integrative tasks.
	• Module learning outcomes and assessment plans are structured so that foundational concepts are established and assessed before students are expected to handle more advanced applications.
	Alongside this curricular scaffolding, EIMF offers a set of preparatory and in-programme supports that is explicitly signposted for students on this programme:
	• Pre-entry / early refreshers: new students are provided with access to short, non-credit-bearing online refreshers on essential accounting and finance concepts and on the basic regulatory architecture (e.g. key bodies, core AML/MiFID ideas). These are strongly recommended for students without recent study or work experience in accounting or finance.
	• Induction-week workshops: optional small-group "bootcamps" are offered on topics such as Taxation and Financial Compliance Basics (terminology, key concepts, simple scenarios) and Numeracy and Data Handling for Legal and Compliance Professionals (reading tables, basic calculations, interpreting financial data in cases). These sessions are timetabled, advertised in advance and supported by follow-up materials on the LMS.
	• Mid-semester "bridge" sessions: in weeks 5–7 of each semester, short, non-credit consolidation sessions are scheduled for students identified (via early diagnostic tasks or self-referral) as needing extra support. These focus on high-impact topics such as core accounting ideas

	underpinning tax computations, reading and interpreting financial statements in a compliance context, and applying basic tax and regulatory rules to straightforward case scenarios.	
	• Office hours: All lecturers also hold regular office hours for one-to-one support on technical topics.	
	• Early diagnostics and LMS resources: early, low-stakes quizzes or problem sets in finance- and tax-related modules help to identify students who may benefit from extra support. Results are used solely for support and not for grading. Additional learning materials (worked examples, short explainers, glossaries of legal and financial terms) are provided on the LMS to allow students to revisit key concepts at their own pace.	
	Information about these supports is clearly signposted in the Student Handbook, Course Study Guides and LMS, and highlighted during induction so that students understand what is available and how to access it. The same model already operates in other EIMF programmes and is applied to this programme from its first intake.	
	As the programme becomes established, the uptake and perceived usefulness of preparatory sessions, bridge classes and clinics, together with student performance and progression data in the more technical modules, are reviewed as part of the normal programme monitoring process. Where evidence indicates that additional or adjusted support is needed, this is reflected in subsequent cycles.	
	Taken together, the scaffolded curriculum and the layered preparatory and in-programme support provide a practical response to the Committee's recommendation. They help ensure that students from diverse backgrounds are actively supported in interdisciplinary and technical areas, in line with ESG 1.3 (Student-centred learning, teaching and assessment), ESG 1.6 (Learning resources and student support) and ESG 1.9 (On-going monitoring and periodic review of programmes).	
6. *Active learning*: Evidence on student involvement and student-led	We thank the Committee for this observation and fully agree that students should be active partners in the learning process, not passive recipients of information. We also recognise that, viewed purely through the distribution of compulsory modules in the first three semesters, the programme may appear content-heavy and potentially lecture-dominated. In practice, however, the	Choose level of compliance :

learning process can be enhanced. For example, according to course distribution per semester (Table 2), compulsory modules dominate most of the teaching time (three semesters) before the last semester. Most of modules take up the study period, this may suggest that most of the time the students learn passively.

Recommendation : Students can participate more actively in the learning process.

curriculum has been designed so that from Semester A onwards students work in an active, student-centred way. Interactivity is built into every stage of the programme: students participate in discussions, group projects, simulations and workshops from the outset, with increasing responsibility for leading elements of the learning process in the later semesters.

In Semester A, students are introduced to core foundations in business, accounting, tax, compliance and digital tools. Modules such as *Business Awareness, Compliance Fundamentals, Tax Framework* and *Information Technology in Corporate Administration (CAF101)* are not delivered as traditional lecture-only classes. Teaching combines short input segments with structured, interactive tasks: small-group case analysis of business and governance scenarios; problem-solving using spreadsheets and other digital tools; and guided exercises in applying basic tax and compliance concepts. Students are expected to discuss, apply and explain ideas to one another rather than simply listen and take notes.

In Semester B, this base is built on systematically. Modules such as *Foundations of Cyprus Law (LAW101)* and *Introduction to Paralegal Practice (PAP100/110)* use moot-style exercises and mini-seminars, where students work in teams to argue opposing positions on fictional legal scenarios or present short briefings on elements of the Cyprus legal system. *Critical Thinking and Analytical Skills (CTA101)* is run as a discussion-based seminar course in which students critique real and hypothetical arguments, construct their own lines of reasoning and review each other's work against shared criteria. In parallel, modules such as *Financial Management and Analysis for Compliance (CML210)* and the follow-on tax module (TXC201) deepen the quantitative and tax knowledge introduced in Semester A through hands-on problem classes, case-based numerical exercises and short student "micro-presentations" explaining the impact of calculations or adjustments.

Semester C forms the advanced professional layer, and the active-learning approach becomes more explicitly practice-oriented. In the Law & Paralegal stream, modules such as *Company Law and Procedures (LAW204)* and *Law Office Management Operations (PAP102)* are organised around case analysis, document review and simulated office scenarios, where students work in groups to propose solutions and present their recommendations. In the Compliance & Governance stream, modules such as *Corporate Governance, Compliance, and Ethics (GRC213)* and *Strategic Compliance Management (CML230)* are taught through real-world and realistic case

studies, team-based compliance projects and simulated board or regulator briefings. In the Accounting & Tax stream, *International Tax* and related content (e.g. TXC205) require students to interpret scenarios involving cross-border taxation, BEPS and transfer pricing, and to present their analysis in structured, practice-oriented formats. Across these streams, students play an active role in leading parts of discussions, preparing group outputs and defending their positions.

In Semester D, the programme is explicitly organised into two pathways, both of which further reinforce student-led learning:

- **Pathway 1 – Specialised Legal Courses** deepens the Law & Paralegal Practice stream through advanced modules in drafting, litigation, business law, legal writing and legal research (for example *Drafting Contracts (LAW270), Civil Litigation and Dispute Resolution (LAW450), Legal Writing and Drafting (PAP125), Legal Research and Interviewing (PAP220)*). These modules are delivered primarily through workshops, simulated client interviews, drafting and editing exercises, moot-style sessions and group projects, with students responsible for preparing arguments, drafting documents, critiquing peers' work and presenting to a simulated professional audience.

- **Pathway 2 – Capstone Project in Corporate Administration & Compliance** integrates all four main streams through a supervised, research-based *Capstone Project (CAP400)*, supported by targeted modules in contracts and research methods. Students select a topic (within agreed parameters), design and carry out applied research, and produce a substantial report that brings together legal, financial, governance and compliance perspectives. They present their findings to academic and/or industry panellists, respond to questions, and reflect on their learning and the application of theory to practice.

To make this active-learning orientation explicit and verifiable, Course Study Guides and teaching plans now highlight the main student-led and participatory activities in each module (by semester and stream) and indicate how these support the intended learning outcomes. Student feedback questionnaires and Annual Module Leader Reports include specific prompts on interactivity, opportunities to participate and the extent to which teaching methods support active engagement and application. At programme level, this evidence is used to identify strong practice and any modules where

	students perceive delivery as overly didactic, with planned enhancements (for example, additional workshops, simulations or student-led sessions) recorded and followed up in the next cycle. Taken together, the structured progression from foundational interactive work in Semesters A and B, through applied, stream-based activities in Semester C, to the advanced legal pathway and research-based Capstone pathway in Semester D, ensures that students are not learning passively even when compulsory modules occupy most of the early teaching time. From the beginning of the programme, they are expected to analyse cases, argue positions, draft and critique documents, collaborate in teams, present to peers and reflect on their learning, with these expectations clearly documented and subject to systematic review. This approach aligns with ESG 1.3 (Student-centred learning, teaching and assessment), is supported by ESG 1.5 (Teaching staff) and ESG 1.9 (On-going monitoring and periodic review of programmes), and reflects our commitment to high-quality, participatory and learner-focused education. **Please see ANNEX 4 (Excel File) | Updated Progression Map**	
7. ==*Active learning (2):*== **We notice that teaching is carried out after working hours, since students have full-time jobs during day-time. As a consequence, it is more difficult for the students to participate actively. Therefore, it is very important that the learning style takes this**	We greatly value the Committee's recommendation and fully recognise that our students are working professionals who attend classes after a full working day. This reality is explicitly taken into account in the way we design and deliver teaching. Sustaining attention, energy and meaningful participation in evening sessions requires deliberately structured, high-engagement learning, rather than extended content delivery. Active, case-based and experiential learning for adult learners is central to our teaching philosophy. Following the Committee's comments, we have further highlighted and refined specific techniques for evening delivery in the Lecturer's Handbook and have ensured that these methods are explicitly reflected in the Course Guides and lesson plans for this programme. These arrangements are particularly evident in modules such as Strategic Compliance Management (CML230) and Drafting Contracts (LAW270), where evening cohorts predominate. For evening cohorts, our design principle is that teaching sessions are broken into short, focused segments anchored around practice-oriented activities rather than long lectures. In line with the Committee's suggestion:	Choose level of compliance:

aspect into consideration. <mark>**Recommendation**</mark>**: The frequent use of mini-cases to be discussed in groups in combination with reflection questions in plenum where students are given an opportunity to present their views; also, the use of small breaks during classes during sessions can help a lot in maintaining engagement.**	• Evening sessions normally incorporate short, practice-oriented mini-cases or micro-scenarios directly related to the topic (for example, brief compliance dilemmas, governance issues or realistic client interactions). A typical example in CML230 is a three-paragraph scenario describing a small investment firm that has received a suspicious transaction alert but lacks clear internal escalation procedures; students are asked to identify the key risks, immediate actions and medium-term remedial steps. • Students work in small groups to analyse the mini-case, identify key issues and propose responses, drawing on their own professional experience where possible. • Group findings are then shared in plenary, with the lecturer facilitating comparison of perspectives, linking contributions to underlying frameworks and clarifying misconceptions. • At appropriate points during the session, lecturers use targeted reflection questions that invite students to connect theory to their workplace context (e.g. "How does this control operate in your organisation?" or "What would be the risks if this procedure failed?"), with students first considering them individually or in pairs and then sharing in plenary. These mini-case → group discussion → plenary reflection patterns are now signposted as recommended structures for evening teaching, and illustrative examples of adapted evening session plans are included in staff guidance materials. We also recognise that attention and cognitive stamina are more limited after working hours. To support sustained engagement, evening classes are typically organised into teaching blocks of around 60–65 minutes, with short, structured breaks between blocks. Within each block, lecturers are encouraged to incorporate brief engagement activities, such as: • Think–Pair–Share exercises • quick polls or short quizzes to gauge understanding and adjust pace • one-minute written summaries or "exit tickets" to capture key takeaways and questions

In addition to mini-cases, reflection and breaks, courses dealing with compliance, governance and ethics often use short role-plays and simulated decision-making scenarios (for example, mock client meetings, internal compliance consultations or board briefings) to replicate realistic professional situations and prompt active problem-solving. Where appropriate, students receive short pre-class materials (readings, micro-cases or short videos) so that evening contact time focuses on analysis, application and peer discussion rather than content transmission alone.

The design and effectiveness of these evening-focused techniques are monitored through normal quality assurance processes. End-of-course evaluations and programme surveys include items on the interactivity of evening classes, the use of case-based and group methods, the suitability of pacing and breaks, and how well teaching methods support participation after working hours. Results are reviewed by the Programme Leader and relevant academic committees to identify good practice and any areas where evening delivery could be better adapted, and enhancements (for example, increased use of mini-cases or adjustments to session structure) are recorded and followed up in subsequent cycles.

To support consistency, our expectation is that each evening session normally include at least one structured active-learning element (such as a mini-case and group discussion, a role-play or a Think–Pair–Share activity), recorded in the lesson plan, and that a range of interactive techniques is used across the course as a whole. Engagement indicators from student feedback are monitored and, where they fall materially below internal expectations, targeted improvements are agreed and implemented.

By explicitly designing evening sessions around mini-cases, small-group work, plenary reflection, micro-activities and short, structured breaks, and by monitoring their use and impact, we ensure that working students remain actively involved, cognitively supported and able to apply learning directly to their professional environments. This approach complements the broader active-learning framework described under Comment 6 and is fully consistent with ESG 1.3 (Student-centred learning, teaching and assessment) and ESG 1.6 (Learning resources and student support).

Please see ANNEX 4 (Excel File) | Active Learning Mapping

| 8. | *Streamlining of course structure*: The distribution of modules across the semesters can become more streamlined and more logical, so that there is an element of continuation across the different semesters. In this way, students will be able to map their progress and connect better the different elements of the curriculum. Considering that the topic of the proposed programme is interdisciplinary and quite broad, such streamlining will help existing as well as prospective students get a clear grasp of the teaching material and topics. This | We welcome the Committee's recommendation regarding the streamlining of the course structure and acknowledge that, in an interdisciplinary programme combining law, governance, taxation and financial compliance, it is essential that students can clearly see how their learning progresses from one semester to the next.

In response we have both refined the internal sequencing of modules and made the progression more explicit and transparent, as set out below.

Clarified four-semester structure and thematic progression

The programme has been organised into a coherent four-semester structure, with each semester having a clear thematic focus and a defined role in the overall progression:

Semester 1 – Foundational Corporate & Compliance Literacy

Focus: common foundations in business, accounting, tax, IT and compliance.

• Business Awareness (BUS101)

• Introduction to Financial Accounting (ACC101)

• Information Technology in Corporate Administration (CAF101)

• Compliance Fundamentals (CML101)

• Tax Framework (TXC101)

These modules are taught on the explicit assumption that students may not have prior specialist knowledge in accounting, finance or law. They introduce the core pillars, business context, financial literacy, tax concepts, digital skills and basic compliance, that underpin all later study.

Semester 2 – Legal Foundations, Paralegal Role & Applied Analysis

Focus: legal system and paralegal practice, plus intermediate compliance and tax analysis.

• Foundations of Cyprus Law (LAW101)

• Introduction to Paralegal Practice (PAP100) | Choose level of compliance: |

will also help in avoiding overlapping. <mark>**Recommendation**</mark> **: the sequencing of modules can be streamlined, thereby ensuring a clearer progression and continuity across the curriculum.**	• Critical Thinking and Analytical Skills (CTA101) • Financial Management and Analysis for Compliance (CML210) • Cyprus Taxation System (TXC201) Semester 2 deepens the Semester 1 foundations. LAW101 and PAP100 establish the legal and paralegal framework, while CTA101 strengthens analytical skills. CML210 and TXC201 build directly on ACC101, CML101 and TXC101 by introducing more applied financial and taxation work in a compliance context. *Semester 3 – Advanced Governance and Strategic Compliance, with Optional Skills Development* Focus: advanced compliance/governance plus optional strengthening of legal writing and research methods. • Corporate Governance, Compliance, and Ethics (GRC213) • Strategic Compliance Management (CML230) • Law Office Management (PAP102) • Company Law and Administration (LAW204) • Legal Writing and Drafting (PAP200) – Elective • Research Methods (RMT200) – Elective GRC213 and CML230 represent the advanced professional layer of the Compliance & Governance stream, moving from operational compliance to board-level, strategic and ethical perspectives. PAP200 and RMT200 provide optional advanced skills in legal drafting and research methods, allowing students to begin shaping either a more legal-practice-oriented profile or a research/capstone-oriented profile ahead of Semester 4. *Semester 4 – Advanced Legal and Tax Context with Integrative Application* Focus: advanced international tax and business law, advanced legal research, and integrative/elective specialisation.	

- International Taxation (TXC205)

- Legal Environment of Business (LAW225)

- Legal Research and Interviewing (PAP220)

- Drafting Contracts (LAW270) – Elective

- Civil Litigation and Dispute Resolution (LAW450) – Elective

- Capstone Project in Corporate Administration & Compliance (CAP400) – Elective (12 ECTS)

All students engage with advanced international taxation (TXC205), the broader legal environment of business (LAW225) and advanced legal research/interviewing (PAP220). Elective space then permits further specialisation:

- Those wishing to deepen their legal/paralegal profile may select LAW270 and LAW450

- Those wishing to consolidate an integrative corporate administration and compliance profile may combine RMT200 (Semester 3) with CAP400, completing a supervised project that draws on all major programme streams

This structure is presented in detail in the updated Semester Structure and Curriculum Progression Map, which is annexed to the documentation. The tables identify, for each module, its semester, status (compulsory/elective), ECTS value, primary curriculum stream and level (Introductory, Intermediate, Advanced or Integrative).

Curriculum streams and vertical progression

To make the interdisciplinary design more transparent and to assist students in mapping their progress, all modules have been organised into five curriculum streams plus an integrative layer:

- Business & Corporate Context (e.g. BUS101, LAW225)

- Law & Paralegal Practice (e.g. LAW101, PAP100, PAP200, PAP220, LAW204, PAP102LAW270, LAW450)

- Accounting & Tax (ACC101, TXC101, TXC201, TXC205, plus the financial analysis component of CML210)

- Compliance & Governance (CML101, CML210, GRC213, CML230)

- Skills & Methods – Digital/Critical/Research (CAF101, CTA101, RMT200, PAP220)

- Integrative (CAP400 – Capstone Project in Corporate Administration & Compliance)

Within each stream, modules are explicitly positioned in a vertical sequence, reducing overlap and clarifying progression.

The Progression Map annexed to the submission shows, for each stream, which modules appear in each semester and at which level. This enables students and reviewers to see at a glance how knowledge and skills develop over time.

Avoiding overlap and ensuring coherent sequencing

The Committee requested that streamlining also help to avoid overlap. The revised structure and mapping respond to this in several ways:

- Each module is assigned a primary focus and stream, ensuring that responsibilities are clearly delineated (for example, taxation content is concentrated within TXC101, TXC201, TXC205, with financial reporting in ACC101 and governance aspects in GRC213).

- Where topics recur (e.g. ethics in CML101 and GRC213; business law concepts in LAW101 and LAW225), the intention is vertical deepening rather than repetition at the same level. The learning outcomes and assessment methods reflect this, moving from understanding and description in earlier semesters to application, analysis and integration in later semesters.

- Advanced legal/practice modules (PAP200, PAP220, LAW270, LAW450) are placed only after students have completed LAW101 and PAP100, so that drafting, research and litigation content presuppose, rather than re-teach, the basic legal framework and paralegal role.

Taken together, these measures provide a clearer and more logical sequencing of modules across the four semesters, thereby directly addressing the Committee's concern.

Alignment with Programme Learning Outcomes and ESG Standards

The clarified structure and mapping are fully aligned with the programme's intended learning outcomes (PLOs) and with the ESG standards:

Programme Learning Outcomes

- The Business & Corporate Context and Law & Paralegal Practice streams support PLOs relating to understanding the corporate and legal environment and undertaking core corporate administration tasks.

- The Accounting & Tax and Compliance & Governance streams underpin PLOs on applying tax rules, financial and regulatory information in practice, and exercising ethical and professional judgment.

- The Skills & Methods stream (CAF101, CTA101, RMT200, PAP220) supports PLOs on analytical ability, research literacy, problem-solving and communication.

- The Capstone Project (CAP400) offers a structured opportunity for students to demonstrate integrated achievement of these outcomes in a real-world corporate administration and compliance project.

ESG 1.2 – Design and approval of programmes

The revised semester allocation, explicit levels (Introductory → Intermediate → Advanced → Integrative) and the identified streams demonstrate a coherent programme design with clear progression and an appropriate distribution of workload and credits.

ESG 1.3 – Student-centred learning, teaching and assessment

The use of electives in Semesters 3 and 4 allows students to shape their learning trajectory (for example, towards a stronger legal/practice orientation or towards an integrative capstone profile), thereby supporting student choice and active engagement.

	ESG 1.4 – Student admission, progression, recognition and certification The updated progression map makes the expected development across the four semesters transparent for students and staff, supporting systematic monitoring of progression and achievement. *ESG 1.8 – Public information* The Semester Structure and Curriculum Progression Map are incorporated into the Programme Handbook and other public-facing material, providing clear and accessible information on the structure, sequencing and progression of the programme. In summary, the revised four-semester structure, together with the explicit curriculum streams and the annexed progression map, provide a streamlined and logically sequenced curriculum. They enable students to map their progress across the interdisciplinary components of the programme and demonstrate that any apparent overlap is in fact a deliberate vertical build in line with the Committee's recommendation and with ESG expectations. **Please see ANNEX 4 (Excel File)	Streamlined Programme Structure & Updated Progression Map**	
9. *Technology*: **The programme contains an element of recent development of technology and its relevance to the related industries. The element of technology update and skills is relatively weak as seen from the content of the programme. There is only one**	We thank the Committee for this important recommendation and fully recognise that digital transformation and the emergence of AI are reshaping corporate administration, governance, risk and compliance. We agree that the explicit technology dimension of the programme, as originally documented, placed too much emphasis on basic IT literacy and did not sufficiently foreground contemporary developments such as AI and RegTech. In response, and within the framework of PDAP-01 (Programme Design and Approval Policy), we have strengthened the technology and AI dimension at both course and co-curricular level. These changes do not alter the programme's aims, level, ECTS or NQF/EQF positioning, but they materially enhance the currency and relevance of the content. A summary of the revised technology and AI coverage is provided in **Annex 5: Digital and AI Skills Map & Revised IT Module Specification.** The course Information Technology in Corporate Administration has been revised to move beyond basic IT familiarity and address digital transformation	Choose level of compliance :

module IT in Corporate administration (p162), but it is about basic IT knowledge and does not contain the application of AI, which is more recent development. Teaching/training on digital transformation and AI has a lot of room to enhance in this development of this programme.
 	
==**Recommendation**==**: This can be added to the teaching through guest lectures, and seminars, if not through the modules.**
	and AI in the specific context of corporate administration and compliance. The updated syllabus now comprises three interconnected blocks:
	
	• Digital tools and infrastructure in corporate administration
	
	   ✓ Secure document and records management systems
	
	   ✓ e-filing with registries and regulators
	
	   ✓ Workflow and case-management tools for company secretarial and compliance tasks
	
	   ✓ Data protection, cybersecurity basics and access controls in corporate environments.
	
	• Digital transformation in professional and corporate services
	
	   ✓ Process mapping and digitisation of routine corporate administration tasks
	
	   ✓ Automation of filings, approvals and monitoring activities
	
	   ✓ Collaboration platforms and digital communication with clients, regulators and counterparties
	
	   ✓ The organisational and cultural aspects of digital transformation projects
	
	• Introduction to AI and legal/compliance technology
	
	   ✓ Practical examples of AI-enabled tools used in practice (e.g. document review support, KYC/screening utilities, transaction-monitoring systems, simple chatbots for standard queries)
	
	   ✓ Opportunities and limitations of AI in corporate administration and compliance (explainability, human oversight, accountability)
	
	   ✓ Ethical and regulatory considerations (e.g. data protection, fairness and bias, the need for appropriate governance of AI tools)
	
	Teaching in this course is workshop-oriented, with demonstrations using anonymised data and publicly available or training versions of tools, so that

students see how such technologies are applied in real workflows. The course's intended learning outcomes and assessment tasks have been updated to reflect this broader focus on digital transformation and AI awareness in corporate administration, and the revised syllabus is included in Annex 5.

To ensure that technology and AI are treated as a cross-cutting theme rather than an isolated topic, we have integrated relevant content into several other courses across the programme:

- Business Management and Strategy | now includes explicit coverage of digital business models, platform-based services and the impact of automation on corporate structures and operating models; considers strategic implications of digital transformation initiatives in professional and corporate services firms.

- Corporate Governance, Compliance and Ethics | addresses board oversight of digital and technology risk, including cyber risk, data governance and the governance of AI tools; introduces issues of data ethics, algorithmic bias and responsible use of AI, linking them to broader ethical frameworks and stakeholder expectations.

- Regulatory Compliance in Financial Institutions (elective) | incorporates a focused section on RegTech and SupTech, including AI-assisted transaction monitoring, KYC/AML screening and suitability/appropriateness tools under regulatory regimes; examines how regulators and supervised entities use technology to enhance compliance, surveillance and reporting.

- Company Law and Procedures / Drafting Contracts / Legal Writing and Drafting | reference the use of legal-tech platforms, e-filing systems and document automation tools in corporate practice; prompt students to consider the benefits and risks of such tools, including confidentiality, accuracy, version control and the continuing need for professional judgement.

These enhancements are reflected in updated Course Guides and course descriptors, which now include explicit learning outcomes or indicative topics relating to digitalisation, technology-enabled processes and, where appropriate, AI. The Digital and AI Skills Map (Annex 5) shows how different

courses contribute at awareness, understanding and application levels, ensuring a coherent development of digital literacy in governance and compliance contexts.

In line with the Committee's recommendation, we have also established a structured guest lecture and seminar strand to keep students exposed to the latest developments in practice, even as technologies evolve between periodic curriculum reviews. From the first year of delivery:

- Each academic year will feature at least two themed events under the banner Digital Transformation and AI in Governance and Compliance, coordinated by the Programme Leader and the Careers & Alumni Office.

- Speakers will include practitioners from regulated firms, corporate service providers, legal-tech and RegTech vendors, and, where feasible, representatives from regulatory bodies.

- Illustrative topics include:

  - ✓ AI-assisted AML and fraud monitoring

  - ✓ Digital onboarding and e-KYC

  - ✓ Automation in company secretarial practice

  - ✓ Practical challenges in governing AI systems within financial institutions.

Participation is open to all students on the programme. Where appropriate, courses will link to these sessions through short reflective tasks or debrief discussions (e.g. asking students to reflect on how a guest lecture example relates to concepts studied in the relative courses). This ensures that guest lectures and seminars are integrated into the learning experience rather than stand-alone events.

Taken together, the revision of Information Technology in Corporate Administration, the integration of digital transformation and AI topics into key courses, and the introduction of a structured guest lecture and seminar strand provide a much stronger and more contemporary technology dimension to the programme. This approach responds directly to the Committee's recommendation, supports the programme's aim of preparing graduates for modern practice in governance, risk and compliance, and is consistent with

	ESG 1.2 and 1.3, particularly in relation to preparing students for sustainable employment in a rapidly digitising professional environment.	
10. *Language skills*: **we feel that there must be specialised seminars focusing on language skills, particularly English. Such sessions could assess the level of each student and provide tailored support, ensuring that language barriers do not hinder their academic or professional progress.** **Recommendation: inclusion of skills seminars during the course's induction.**	We have carefully considered the Committee's recommendation regarding the inclusion of specialised seminars focusing on language skills, particularly English. We fully recognise that strong communication and language proficiency are essential for academic success, professional development and employability, especially within a programme of international relevance that attracts students from diverse educational backgrounds. Building on our wider foundational support measures (see also our response on foundational support), we have incorporated a Language Skills Development and Assessment Component into the programme induction, taking place before the commencement of taught courses. This component is non-credit-bearing and therefore does not alter the programme's formal credit load, duration or NQF/EQF alignment. It is designed to identify individual language-support needs early and to provide proportionate assistance throughout each student's academic journey. *Induction: Academic English Skills Seminars and Diagnostic Screening* The Language Skills Component operates in two structured stages during induction: <u>Stage 1 – Diagnostic assessment (pre- or early induction)</u> Before the start of their studies, all new students complete a short diagnostic assessment designed to gauge their English language proficiency across reading, writing, listening and speaking. The results do not affect admission decisions but serve as an early indicator of each student's language strengths and areas for improvement. <u>Stage 2 – Academic English Skills Seminars (induction week)</u> Based on this screening, students attend a set of Academic English Skills Seminars as part of the course induction. These seminars: • Introduce academic reading strategies for legal, regulatory and financial texts	Choose level of compliance:

- Focus on core vocabulary and terminology used in governance, risk and compliance

- Provide guidance on structuring short written answers, memos and e-mails in clear, professional English

- Support effective participation in discussions, presentations and group work.

Seminars use programme-relevant materials (for example, simplified case extracts, regulatory texts or sample board minutes) so that language practice is rooted in the disciplinary context. The induction schedule and the Student Handbook explicitly list these sessions as Academic English Skills Seminars, responding directly to the Committee's recommendation.

Targeted Support and Ongoing Development

Following induction, students' diagnostic profiles are used to signpost them to appropriate levels of support:

Students who are identified, through the diagnostic and/or prior educational background, as likely to benefit from additional support are offered access to a self-paced e-learning English course available at different proficiency levels, accompanied by a small number of tutor-led online or in-person sessions. These live sessions provide personalised feedback, strengthen confidence in academic writing and communication, and allow students to address programme-specific language challenges.

Participation in the diagnostic assessment is required for all new students. Participation in the follow-up support (e-learning, live sessions and workshops) is strongly recommended and normally expected for students who were admitted on the basis of alternative evidence of English proficiency, have previously undertaken their studies in Greek, or whose diagnostic results indicate that language skills may impact their academic performance. Support remains available on an optional basis to students who already meet or exceed entry-level expectations or have completed prior studies in English.

Integration with Teaching, Assessment and Communication

To ensure that language development is integrated rather than isolated, we are also:

- encouraging lecturers, through the Lecturer's Handbook, to:

    ✓ clarify key disciplinary terms and phrases during teaching where appropriate

    ✓ use clear, structured rubrics that make language-related expectations (clarity, coherence, professional tone) transparent

    ✓ provide short, formative comments on language aspects where these materially affect the clarity of argument or structure

- including in Course Guides, where relevant, brief notes on:

    ✓ the expected standard of English for particular tasks (e.g. oral presentations, written reports)

    ✓ how students can access induction seminars, in-sessional workshops and further support

From the second semester onwards, language support is particularly important in modules with a strong writing and research focus. These include Legal Writing and Drafting, Legal Research and Interviewing, Drafting Contracts, Research Methods, Civil Litigation and Dispute Resolution and the Capstone Project. In these modules, lecturers explicitly reference the available language support, draw on the diagnostic profile of the cohort where appropriate, and provide exemplars of good written and oral communication to help students meet the expected standard.

The operation and effectiveness of these language-support arrangements are monitored through existing quality assurance processes. Student feedback questionnaires include specific items on the usefulness of induction seminars and language-related support. The Programme Leader reviews this feedback annually, alongside progression data and staff observations, and comments on language-support effectiveness and any planned enhancements in the annual programme report. Where feedback indicates that students require additional or different forms of support, adjustments are

	made in the next cycle (for example, refining seminar content, increasing the number of in-sessional workshops or adjusting timing). This integrated approach ensures that language skills are supported both through dedicated seminars and through routine teaching, feedback and assessment practice, so that language barriers do not hinder students' academic or professional progress. It responds directly to the Committee's recommendation and is consistent with ESG 1.3 (Student-centred learning, teaching and assessment), ESG 1.4 (Student admission, progression, recognition and certification) and ESG 1.6 (Learning resources and student support).	
11. *Employability*: Considering that there is a career advisor available, one potential improvement could be the introduction of structured internships/placements. Such opportunities would allow students to experience real-life working environments, explore different career paths, and better identify their future professional goals, especially since the diploma is relatively broad. This option should be	The Committee's recommendation regarding the inclusion of structured internships and placements aligns fully with EIMF's strategic objective to strengthen employability and industry engagement across all academic programmes. We share the Committee's view that practical, hands-on experience is vital for students to translate theoretical knowledge into professional competence, confidence, and long-term career success. The EIMF Programme Team places great value on linking its programmes with industry through the Career Office, networking activities, and continuous career guidance offered to students. In addition, and with reference to the Committee's comments, EIMF has developed a Career Guidance and Employability Policy. The purpose of this policy is to provide a structured approach to supporting students and graduates in developing their career potential and employability. It outlines the principles, processes, and responsibilities that guide EIMF's efforts to enhance students' readiness for employment or career advancement, including placements, regardless of whether they study on campus or through distance learning. The internship/placement option is designed as a voluntary, non-credit-bearing component offered either during the final phase of studies or immediately following the taught component. Its aim is to help students: • Apply theoretical and technical knowledge in authentic workplace contexts • Develop professional communication, teamwork and ethical awareness	Choose level of compliance :

optional for those students who are not working during their studies or those who are interested in a career change. **<mark>Recommendation</mark> : inclusion of internships or placements during the studies or immediately after the completion of the taught part of the course.**	• Reflect critically on their skills, career goals, and development needs Internships typically last six to eight weeks and are organised under a concise Learning Agreement outlining objectives, tasks, supervision, and feedback arrangements. Students also complete a Reflective Log connecting their experience to programme learning outcomes, and host supervisors submit a brief Placement Evaluation Form assessing performance, engagement, and learning outcomes. Participation in the internship scheme is optional, targeting: • Students not currently in employment, or • Those seeking to transition into new professional areas. To ensure fair access and inclusivity, the Career Office manages a transparent matching process between students and host organisations. If demand exceeds available placements, priority is given to those without prior relevant experience. Alternative options, such as live project briefs or consultancy-style collaborations with local firms, are available to ensure that every student interested in applied experience can participate. All host organisations undergo a short vetting process, confirming their professional standing, ability to supervise, and compliance with confidentiality and data protection requirements. EIMF maintains strong partnerships with legal, financial, fiduciary, and corporate organisations. These partnerships, supported by Advisory Council members and alumni networks, provide a robust foundation for the placement network. Host organisations typically include law firms, corporate service providers, compliance departments, regulatory bodies, and financial institutions. Employers actively contribute to the development of placement content and provide structured feedback at the end of each cycle. Their input informs ongoing curriculum review and ensures the programme remains aligned with evolving market expectations and skill requirements. All students benefit from individualised career guidance through EIMF's Career Office. This includes:	

- One-to-one coaching, CV and interview preparation, and career planning sessions

- Access to short Professional Skills Workshops covering communication, ethics, teamwork, leadership, and digital workplace skills

- Networking events, industry guest lectures, and alumni career panels to broaden exposure to professional pathways

Students already working in relevant roles are encouraged to integrate workplace experiences into academic components such as assignments or the Capstone Project, thereby linking theory to practice within their current employment setting.

Internship and employability outcomes are systematically monitored through structured feedback from students, host organisations, and academic mentors. Data on participation, performance, and employer satisfaction are reviewed annually by the Career Services Office and the Internal Quality Assurance Committee (IQAC).

This employability framework supports a student-centred, inclusive, and career-oriented learning environment that is fully consistent with the European Standards and Guidelines (ESG):

- ESG 1.2 – Design and approval of programmes: ensures the integration of employability within programme design and external stakeholder input.

- ESG 1.3 – Student-centred learning, teaching and assessment: provides flexible, voluntary options that cater to diverse student circumstances.

- ESG 1.4 – Student admission, progression, recognition and certification: guarantees transparency and equitable access to internships.

- ESG 1.6 – Learning resources and student support: ensures structured careers guidance and individualised support.

- ESG 1.9 – Ongoing monitoring and periodic review: embeds continuous employer feedback and improvement processes into programme governance.

Through the combination of structured optional internships, proactive job-search support, strong industry partnerships, and integrated professional

	development, the programme ensures that students graduate with both academic excellence and the practical, transferable skills essential for employability in governance, compliance, and legal administration. **Please see Annex 6**	
12. *External Examiner*: **We recommend that an externally experienced academic person reviews the course portfolio annually in order to secure that the content of the course is up to date and in line with the most modern pedagogical principles and learning methods. The examiner can also review the marking process as a mechanism that ensures consistency across different courses and teaching teams.** **Recommendation : appointment of external examiner for a**	We acknowledge the Committee's recommendation regarding the appointment of an External Examiner for the programme. The institution fully recognises the value of such a role as an essential mechanism for safeguarding academic standards, ensuring consistency in assessment, and embedding an additional layer of independent oversight into the quality assurance framework. External academic expertise is already embedded within our internal procedures. During programme design and re-approval, the Curriculum Development Panel includes at least one external academic expert, ensuring that new or revised programmes are benchmarked against national and international standards. In parallel, the Advisory Council provides independent input on the strategic alignment, professional relevance and market positioning of our programmes. Building on these foundations, EIMF has established the formal role of External Examiner for this programme. The External Examiner is appointed on a fractional agreement for a renewable three-year term, providing a clear contractual basis for independence, clarifying responsibilities and ensuring the allocation of dedicated time and institutional support to the role. Dr Isabella Karasamani has been appointed as the first External Examiner. The responsibilities of the External Examiner include: *Annual curriculum and portfolio review* Conducting an annual review of the programme's curriculum and a representative course portfolio, confirming that content remains academically rigorous, aligned with current pedagogical principles and learning methods, and responsive to national, European and international developments in the discipline. *Review of assessment design*	Choose level of compliance :

fixed period (3 years), who will be entrusted with the review of the Programme and the assessments.	Reviewing the design, clarity, fairness and academic appropriateness of major assessment instruments (e.g. examination papers, assignment briefs, marking schemes and rubrics) to ensure constructive alignment with intended learning outcomes and recognised good practice in higher education assessment.	
	Review of marking and moderation	
	Evaluating a representative sample of marked student work across the grade range (including passes, fails and borderline cases), together with moderation records and grade distributions, to verify consistency and equity in grading across courses, teaching teams and cohorts, and to confirm that internal double-marking and moderation processes operate effectively.	
	Independent reporting and enhancement advice	
	Providing an independent written report each year, commenting on academic standards, the quality and appropriateness of assessment, areas of good practice, and opportunities for enhancement. This report is considered by the Programme Leader and relevant internal committees and forms part of the evidence base for the Annual Internal Quality Report. Agreed actions are tracked and followed up in the next quality cycle.	
	Benchmarking and comparability	
	Confirming that the academic standards achieved by students are comparable with those of similar programmes offered by other higher education institutions internationally, thereby supporting external credibility and recognition of the qualification.	
	Through this role, independent academic scrutiny becomes a regular and systematic feature of the programme's quality assurance arrangements, complementing internal mechanisms such as assessment moderation, double marking and periodic programme review. The appointment of an External Examiner on a defined three-year term demonstrates EIMF's commitment to transparency, impartiality and accountability in academic provision, and directly addresses the Committee's recommendation regarding external review of both the programme and its assessments.	
	This measure strengthens alignment with the European Standards and Guidelines, particularly ESG 1.2 (Design and approval of programmes), ESG	

| | 1.3 (Student-centred learning, teaching and assessment), ESG 1.7 (Information management) and ESG 1.9 (Ongoing monitoring and periodic review), by ensuring that academic standards, content currency and assessment practices are subject to regular, independent and well-documented external oversight.

Please see Annex 7 | |

3. Teaching staff

(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. ***Teaching development***: While teaching staff are engaged in professional activities, structured and ongoing training in teaching methodologies and pedagogical innovation is limited. **Recommendation**: Establish a systematic programme of staff development, including workshops on innovative teaching methods, digital technologies, and inclusive pedagogies.	We welcome the Committee's recommendation and agree that a systematic approach to teaching development is essential to sustaining high-quality, innovative and inclusive learning, particularly for our working and adult learners. Building on existing induction and informal mentoring, EIMF has now put in place a structured Teaching and Learning Enhancement Programme for all staff teaching on the Diploma, including visiting lecturers. This programme is coordinated by the Programme Leader and Academic Director and focuses on three core areas: innovative teaching methods, effective use of digital technologies, and inclusive pedagogies. Key elements include: Core workshops (with priority for new and visiting staff) on: • Designing courses and sessions around intended learning outcomes and student-centred principles • Aligning teaching, assessment and feedback, with clear criteria • Engagingg and supporting evening and working learners, including practical strategies for interaction, pacing and workload. Practice-focused sessions during the year on: • Case-based and problem-based learning, simulations, micro-debates and other active methods • Appropriate use of digital tools (LMS, virtual classrooms, polls, quizzes, collaborative documents, and, where suitable, responsible use of AI-enabled tools)	Choose level of compliance:

- Inclusive classroom practice for students with diverse language backgrounds, prior knowledge and professional experience.

Workshops are offered in compact, applied formats and materials/recordings are made available via the staff portal so that colleagues with professional workloads or those joining mid-year can access them.

Teaching development is also supported at individual level:

- Lecturers are encouraged, as part of annual review, to agree a short teaching development plan (for example, increasing active learning, improving feedback quality, or embedding digital activities)

- New or less experienced lecturers may be paired with an experienced colleague for peer mentoring on session design, classroom facilitation and assessment

- A light-touch peer-observation scheme is in place, with one observation per cycle using a brief template focused on clarity of aims, active methods, inclusivity and use of digital tools. The emphasis is developmental, not punitive

Student feedback on teaching methods, clarity, feedback and perceived inclusivity is summarised annually for each lecturer and discussed in mentoring and review conversations. Participation in staff development activities is monitored in a proportionate way so that the Programme Leader and internal quality assurance structures can ensure reasonable engagement and identify any additional support needs. Examples of changes arising from this process (for instance, greater use of structured case work, clearer assessment briefs or better integration of digital resources) are reported in the Programme's annual quality report.

Through this framework, EIMF moves from isolated opportunities for teaching development to a coherent, ongoing programme that supports all teaching staff in developing as effective, reflective and student-centred educators. This directly addresses the Committee's recommendation and is consistent with ESG 1.3 (Student-centred learning, teaching and assessment), ESG 1.5 (Teaching staff) and ESG 1.6 (Learning resources and student support).

| 2. **Research Synergies**: **More research synergies and utilisation of contacts with other local institutions or the institutions represented in the Advisory Board or the Erasmus network.** **Recommendation**: **an action plan devised by the research officer and the course committee.** | We thank the Committee for this recommendation and fully agree that stronger research synergies, with local institutions, Advisory Board universities and partners within the Erasmus network, are essential to reinforcing the academic foundations of the programme and enriching the student experience.

In response, the Research Officer, working closely with the Programme Leader and Academic Director, has already taken a series of practical steps to deepen collaboration and ensure that existing contacts are used more systematically to support both teaching and research.

We are strengthening our engagement with institutions represented on the Advisory Board and other international partners in the following ways:

• Research-informed seminars, events and webinars: We plan to organise research-focused seminars or webinars overseas partners on themes that link directly to the programme (e.g. developments in EU financial regulation, corporate governance reforms, AML and financial crime, international business law). These events are open to both staff and students and are designed to feed concrete examples, case studies and perspectives into relevant courses.

• Guest lectures based on current research: Local and International academics are invited to deliver guest lectures where they present recent or ongoing research and explicitly connect it to issues covered in the curriculum. Course leaders incorporate these sessions into their teaching schedules and follow up with discussion and reflective tasks.

• Staff participation in local and international research activities: Where feasible, EIMF staff participate in research workshops, conferences or thematic networks organised by partner institutions (including Erasmus partners). Insights from these engagements, such as emerging regulatory trends or comparative perspectives, are brought back into teaching materials, reading lists and case discussions.

We have also taken steps to make better use of research synergies within Cyprus: | Choose level of compliance: |

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- Mapping and engagement with local partners: The Research Officer, together with the Programme Leader and Academic Director, maintains a working overview of local universities, research centres, regulatory authorities and professional associations active in fields relevant to governance, law, finance and compliance. These contacts are used to identify opportunities for joint events and knowledge exchange.

- Joint research and knowledge-exchange events: Each academic year we organise at least one joint seminar, roundtable or knowledge-exchange session with a local institution or professional body on a topic closely connected to programme content (for example, corporate governance developments, AML regulation, ESG and compliance). Students are encouraged to attend and to use these sessions as a source of ideas for assignments and capstone work.

- Targeted input into student projects: Where appropriate and feasible, local academics and practitioners are and will be invited to provide guest input or informal advice on selected student capstone topics, particularly where these intersect with their specialist areas (e.g. financial services regulation, corporate administration practice, compliance frameworks). This creates a direct bridge between applied research questions and student work.

To ensure that these collaborations genuinely enhance the programme rather than sitting alongside it, we have reinforced the link between research and teaching:

- Curriculum updates informed by current research: Each year, course leaders are invited to review their reading lists, cases and examples in light of their own scholarly activity and the research presented through joint events and guest lectures. Recent publications, case law and policy developments are selectively integrated into Course Guides and teaching materials.

- Research-informed assignments and capstones: Where it is pedagogically appropriate, assignments and capstone projects are framed to reflect ongoing research themes (for example, the impact of new regulation, emerging compliance practices, or comparative

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	governance frameworks). Staff are encouraged to draw on their external collaborations when proposing topics and case contexts. These activities are coordinated and monitored within our existing quality assurance framework: Taken together, these coordinated measures, led by the Research Officer in collaboration with the Programme Leader and Academic Director, effectively constitute the action plan requested by the Committee, embedded within our existing governance and quality assurance structures rather than as a standalone policy document. They move us from largely informal use of contacts to a more deliberate and transparent pattern of research collaboration. They respond directly to the Committee's recommendation by making fuller use of Advisory Board institutions, Erasmus partners and local bodies, and they strengthen the link between teaching and research in a way that is proportionate, sustainable and aligned with the European Standards and Guidelines (ESG).	
3. **Recruitment: Exploration of opportunities to attract international students either in person or online, considering that the Programme is the only one of its kind currently offered in Cyprus.** **Recommendation: the course team can consider the plausibility and feasibility of extending the marketing and**	We appreciate the Committee's recommendation and recognise that, as the only programme of its kind currently offered in Cyprus, the Diploma in Corporate Administration and Compliance has the potential to attract interest not only locally, but also from the wider region and international markets. The recruitment strategy for this programme has therefore been shaped around three complementary strands: *A strong domestic and regional core* The immediate priority is to build a solid base of students from Cyprus and the neighbouring region (including Greece and nearby EU countries), particularly working professionals in law firms, corporate service providers, fiduciary companies, financial institutions and compliance functions. Marketing and recruitment activities already target these groups through: Direct engagement with employers and professional bodies Information sessions and webinars	Choose level of compliance:

recruitment strategy.	Focused outreach to paralegals, legal assistants and junior compliance professionals.	
	Internationally oriented messaging and materials In view of its distinctive positioning in Cyprus, the programme is also being framed and presented in a way that is readily accessible to international audiences. This includes: • English-language programme pages and brochures that clearly explain content, learning outcomes, delivery mode and entry requirements for non-Cypriot applicants • Explicit reference to the programme's relevance for cross-border corporate administration, EU regulatory frameworks and international compliance practice • Use of digital channels (webinars, online open evenings, social media campaigns) that can reach prospective students outside Cyprus, including those seeking flexible or blended study. *Exploration of distance and partnership routes* In parallel, the course team and the Marketing and Communications Department are exploring the plausibility and feasibility of extending recruitment to a broader international audience through: • Online and blended delivery options that could be followed remotely by working professionals in other jurisdictions, while maintaining the same academic standards • Collaboration with existing and emerging partner institutions abroad, including those involved in our TNE discussions, to promote the programme within their networks	

	• Participation in selected international education events and professional networks where the programme's niche focus can be highlighted Any expansion of international recruitment is considered in a staged and realistic manner and explicitly linked to the institution's capacity to provide appropriate support for international learners (academic, administrative and, where relevant, immigration-related). This ensures that growth in international student numbers, whether on campus or online, remains consistent with quality assurance expectations and with the student-centred ethos of the programme. Overall, the programme is therefore positioned with a clear domestic and regional focus, while at the same time being deliberately presented and promoted in ways that open up international interest where feasible. This approach responds to the Committee's recommendation and is consistent with ESG 1.2 (Design and approval of programmes), ESG 1.4 (Student admission, progression, recognition and certification) and ESG 1.6 (Learning resources and student support), by ensuring that any extension of marketing and recruitment remains carefully planned, appropriately supported and aligned with the distinctive profile of the programme.	
4. **Internationalisation**: It is **recommended** that the faculty is supplemented by academic faculty members from abroad (visiting or permanent) to ensure adequate quality as well as to provide relevant international perspectives.	We thank the Committee for this recommendation and fully agree that international perspectives within the teaching team are essential both for maintaining academic quality and for exposing students to comparative and cross-border developments in law, governance, corporate administration and compliance. The core academic team for the programme consists of suitably qualified permanent staff whose expertise matches the programme's aims and learning outcomes. In addition, EIMF already benefits from the input of distinguished international academics and practitioners through its Advisory Council and established collaborations. Building on these existing links, we formalise and modestly extend our arrangements for international contributions by supplementing the teaching team with academics and professionals from abroad who act as guest lecturers and	Choose level of compliance:

expert speakers, either in person or online, in a structured and quality-assured manner.

In practical terms:

- From the first intake onwards, selected courses include guest sessions delivered by academics based abroad if it is considered necessary, particularly in areas where comparative or cross-jurisdictional insight is most valuable (for example international taxation, financial regulation and compliance). In the first instance, these contributors are drawn from institutions and academics already connected to EIMF through the Advisory Council, Erasmus collaborations and existing research partnerships, ensuring both feasibility and academic relevance.

- Where it adds clear value to the programme's professional orientation, we invite senior international practitioners, such as those working in cross-border corporate services, international compliance roles, regulatory bodies or transnational financial institutions, to contribute focused guest talks or case-based sessions. Their role is to present current practice, real-world case studies and emerging trends that complement the academically led teaching.

- All international academic and professional contributions are approved in advance by the Programme Leader and Academic Director. Contributors receive the relevant Course Guides and an extract from the Lecturer's Handbook so that sessions are explicitly mapped to intended learning outcomes, delivered at the appropriate EQF level and integrated coherently into the course structure.

- Where appropriate, international academics or practitioners may also be invited to participate in activities such as capstone presentation panels, themed workshops or simulation-based exercises (for example, mock board or compliance committee scenarios), always under the academic oversight of the course leader. This help students connect international perspectives directly to the skills and judgement required in professional roles.

These international guest contributions are explicitly designed to supplement, not replace, the permanent teaching team, and the number

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| | of visiting contributors will remain clearly below the number of permanent staff in line with applicable standards. Taken together, these measures respond directly to the Committee's recommendation by ensuring that students are taught and mentored by a strong core of permanent academics, enriched by regular input from eminent academics and experienced professionals from abroad. This strengthens quality and embeds international perspectives in the learning experience in a way that is realistic, well-governed and aligned with ESG 1.5. | |

4. **Student admission, progression, recognition and certification**

(ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. <mark>**English requirements**</mark>**: The English language requirement is quite low in comparison to the EU and international standards. A higher entry requirement is advisable, even if a degree of discretion on the consideration**	The Committee's observation regarding the English language entry requirements has been carefully considered, and we fully recognise the importance of ensuring that all students possess the linguistic proficiency required to succeed in their studies and to meet international academic and professional expectations. At this stage, we will retain the existing English language entry requirement, which is set at a level that meets the expectations and regulatory framework of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for programmes of this type. This allows us to preserve accessibility for working professionals and non-traditional applicants, while we embed and strengthen structured	Choose level of compliance:

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of individual cases can be maintained (especially if coupled with the provision of English language support classes before or during the studies) <mark>**Recommendation**</mark>**: extra training for English skills.**	support mechanisms to safeguard academic standards and student success. However, we fully accept the Committee's concern and will actively review the appropriateness of the current threshold on an evidence-informed basis. After each admissions cycle, the Programme Leader and Academic Director, in consultation with the Admissions Office, will undertake a formal review drawing on: • Induction diagnostics and early coursework • Progression indicators and first-attempt pass rates • The quality of academic writing and presentation in core courses • Feedback from teaching staff on language-related challenges If this evidence indicates that the current minimum is not sufficiently protective of student success, we will submit a proposal to the Academic Council to raise the minimum English language requirement for subsequent intakes (for example, to a level broadly equivalent to IELTS Academic overall 6.0, with no individual band below 5.5, or higher if warranted). Should further monitoring suggest that this uplift remains insufficient, we will consider a further increase (for example to a level comparable to IELTS 6.5 overall). Any approved change will be recorded in APP-01 (Admissions Policy) and reflected in the Student Handbook and programme webpage to ensure full transparency. In parallel, and in line with the Committee's recommendation for extra training, we have strengthened our English language support provision so that students who require additional development are clearly identified and well supported: • Diagnostic and early identification: All incoming students undertake a short diagnostic exercise at or before induction to assess reading, writing and oral communication in English. This does not affect admission but is used to flag those who would benefit from support.	

	• Structured non-credit-bearing support: Students identified as needing further development, and all students admitted under any discretionary or borderline arrangements, are offered:	
	✓ Acess to a self-paced e-learning English course at an appropriate level	
	✓ Three live tutor-led sessions focusing on academic communication skills relevant to this programme (e.g. structuring assignments, reading and summarising legal and regulatory texts, argumentation and presentation skills)	
	• Attendance at these live sessions is mandatory for discretionary entrants and strongly encouraged for any student flagged by the diagnostic or by lecturers in the early weeks of teaching.	
	The revised expectations and support offer are clearly presented in the Admissions Policy, Student Handbook and programme webpage, so that applicants are fully informed in advance about both the language expectations and the assistance available.	
	The effectiveness of these arrangements will be monitored as part of our quality assurance processes.	
	In this way, we combine continued compliance with the national framework with a clear commitment to enhanced English language support and an explicit, evidence-based mechanism for raising the entry requirement if required. This balanced approach responds to the Committee's recommendation, protects student achievement and aligns with ESG 1.4 in relation to appropriate admission criteria, progression monitoring and student support.	
2. ==**Bridging support for diverse backgrounds**==: Some admitted students may lack prior legal/business knowledge, creating challenges in	The Committee's recommendation regarding bridging support for students from diverse academic and professional backgrounds has been carefully considered. We fully acknowledge that students entering the programme may differ significantly in their prior exposure to business, law and compliance. This diversity is valuable for peer learning and classroom discussion, but it can also create disparities in baseline	Choose level of compliance:

compliance-heavy modules.	knowledge, particularly in compliance-heavy and regulation-focused courses.
Introduce preparatory/bridging courses to ensure equitable progression.	To address this, we have integrated a structured bridging support mechanism into the programme's implementation plan, to be implemented from the first intake following approval. The aim is to support equitable progression, so that students without prior legal or business studies can build a sufficient foundation before engaging with more advanced, compliance-intensive material.

During the admissions and induction phases:

- The Programme Leader, supported by the Student Welfare Office, reviews applicants' prior academic qualifications and professional experience to identify potential gaps in areas such as business management, financial reporting and legal frameworks.

- Students with limited or no prior study in business, accounting or law, or those returning to study after a long break, are flagged as priority candidates for bridging support.

- A short self-assessment and orientation questionnaire is used at induction to help confirm areas where additional preparation would be beneficial. Based on this, students receive a recommended bridging pathway before or alongside their first semester of study.

Also, students identified as needing support are enrolled in non-credit-bearing bridging units delivered through the institution's LMS. These units are designed to provide essential foundations in:

- Basic business structures and organisational concepts

- Introductory accounting principles and financial statement basics

- Fundamentals of corporate and compliance law relevant to the programme's core areas

Each unit comprises concise readings, short video explanations, interactive activities and self-assessment quizzes, supplemented by brief tutor-led online Q&A or consolidation sessions where appropriate. |

- For students without prior study in each discipline (e.g. business, accounting or law), completion of the corresponding bridging unit is expected before or in parallel with the first semester, and in all cases before undertaking the more compliance-intensive courses (for example, those focusing on regulatory frameworks, governance and applied compliance practice).

- Completion of these units supports the development of a more common baseline of knowledge and reduces the risk of students being disadvantaged in the early stages of compliance-heavy courses.

In addition to the internal bridging units, current students may, where places are available, attend selected EIMF professional development short courses that align with their identified needs. These practice-oriented courses, delivered by industry practitioners and subject specialists, cover topics such as:

- Financial statement analysis and interpretation

- Governance, ethics and compliance

- Regulatory frameworks and supervisory practices.

Access to these courses is offered free of charge or at a significantly reduced fee for enrolled students, in line with institutional policy. This provides both additional academic grounding and practical insights, helping students transition more confidently into the programme's higher-level compliance courses.

Bridging support does not end at induction. Throughout the first semester:

- Course leaders monitor student engagement and understanding through formative assessments, class participation and LMS activity.

- Where performance suggests underlying gaps in foundational knowledge, students are referred to additional bridging resources, study support or one-to-one or small-group mentoring sessions

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	coordinated by the Student Welfare Office and the Programme Leader. The Student Welfare Office, in collaboration with the Internal Quality Assurance Committee (IQAC), reviews: • Participation and completion data for bridging units • Feedback from students and lecturers on the usefulness of the support • Any observable patterns in progression and achievement for students with non-traditional or non-legal/business backgrounds. Findings are summarised annually in the Annual Programme Quality Report (APQR), ensuring that the content, timing and targeting of bridging support are continually refined on the basis of evidence and student feedback. Through this structured bridging framework, the institution demonstrates a clear commitment to inclusive academic practice and equitable progression, in full alignment with ESG 1.4. By providing tailored preparatory pathways and ongoing support, we uphold academic rigour while ensuring that students from diverse backgrounds are given a fair and realistic opportunity to succeed in compliance-heavy courses and across the programme.	
3. ==*Progression monitoring*==: **Although progression is tracked through annual reviews, the system could benefit from more granular data on retention and completion rates to better**	We thank the Committee for this recommendation and agree that more granular monitoring of progression, retention and completion is essential for identifying risks early and supporting students proactively. Student progression is already monitored through pre-defined regulations, annual programme monitoring, course feedback questionnaires and student–staff meetings and is reported through our internal quality assurance processes. Building on these arrangements, we have refined and extended our monitoring so that attrition and completion for this programme are tracked in a more structured and detailed way, in line with the Committee's recommendation. At programme level, the Programme Leader, with support from the Student Welfare Office and the administrative/registry team, already	Choose level of compliance:

identify risks proactively. **development of a monitoring system in relation to attrition and completion data.**	tracks core progression information (such as pass/fail performance and advancement between semesters). This has now been formalised into a defined indicator set for this programme, including: • Semester-to-semester retention (continuation from one semester to the next) • Annual progression (students advancing to the next year within the expected timeframe) • Time-to-completion (on-time completion vs extended completion) • Withdrawal and deferral counts, with recorded reasons where students are willing to provide them • Pass, fail and repeat rates by course, with particular attention to foundation and compliance-heavy courses • Participation and completion rates for key support activities (e.g. bridging units, academic skills and language support), to explore their relationship with progression patterns. Where meaningful and subject to data sensitivity, indicators are disaggregated by entry route (standard vs exceptional admission), prior academic background and participation in bridging or support activities. This allows us to identify whether particular profiles are more at risk of delay or withdrawal and to plan targeted support. All data are handled in aggregate or anonymised form, in line with GDPR and the institution's Data Protection Policy. In addition to the existing annual monitoring cycle, we have strengthened in-year, formative monitoring so that potential risks are identified earlier, within realistic workload constraints: • Course leaders review interim assessment results, non-submissions and persistent non-attendance and, where concerns arise, flag students who may be at risk of disengagement or non-progression. • The Programme Leader and Student Welfare Office collate this information at agreed checkpoints in the semester and coordinate follow-up, which may include individual meetings, study skills or	

language support, referral to bridging materials, or welfare guidance where personal circumstances are involved.

Where clusters of difficulty are identified (for example, within a particular course or around specific points in the academic calendar), this information is used to consider adjustments to teaching, assessment timing or support arrangements, as appropriate.

These practices build on existing student support mechanisms and make monitoring of progression more systematic and data informed.

While withdrawal and interruption have previously been noted administratively, we have now formalised a simple, proportionate process for understanding underlying reasons:

- Students who withdraw, defer or interrupt their studies are invited to complete a short exit/deferral form or to participate in a brief structured conversation, capturing the main reasons (e.g. workload, employment, family circumstances, academic difficulty, financial reasons). Participation is voluntary.

- Responses are recorded in anonymised form and analysed annually to identify recurring themes and potential areas for improvement in programme design, support or scheduling.

Through these enhancements, we move from predominantly high-level annual tracking to a more granular, timely and analytically informed approach to progression, retention and completion, building directly on arrangements that are already in place. This responds to the Committee's recommendation, supports early identification and support of at-risk students, and further strengthens our alignment with ESG 1.4 and ESG 1.7 in relation to information management, student support and continuous quality enhancement.

5. Learning resources and student support

(ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. ***Library resources***: **The library can be improved, as it cannot adequately support the new programme and the proposed reading lists. Considering the limitations in getting physical copies of books and scientific publications, an attempt should be made to diversify the reading lists through the use of online sources or publicly available material, such as reports, videos, podcasts etc.** **Recommendation:** **Organise book donation schemes with universities abroad using the contacts of the Advisory Board and the members of staff; strengthening of the collaboration with the Library of the University of Cyprus**	We appreciate the Committee's recommendation regarding the library and fully share the view that a modern academic library must combine robust digital provision, diverse open-access materials and strong partnerships to support the new programme and its reading lists. The EIMF Library operates as a hybrid library, combining: • A physical collection spanning disciplines relevant to EIMF programmes • A supportive study environment with reading areas, computer workstations, Wi-Fi access and borrowing services • An expanding range of electronic and open-access resources. A key pillar of our digital provision is our subscription to ProQuest, including the ABI/INFORM Collection, one of the most comprehensive business databases available. It provides full-text access to thousands of journals and other publications, with deep archival coverage of many leading titles, and allows users to explore business conditions, management techniques, corporate strategy, competitive landscapes and wider business and financial trends. This significantly enhances the library's capacity to support teaching and independent research and is fully integrated into Course Guides and LibGuides through persistent links and mapped reading lists. Alongside subscription content, the library curates open-access and publicly available sources, including:	Choose level of compliance:

- Titles indexed in the Directory of Open Access Journals (DOAJ) and reputable institutional repositories

- Resources from OECD iLibrary, EU Publications Office, World Bank Open Knowledge Repository, EUROSTAT, ECB, IMF, and regulators such as ESMA, EBA, EIOPA, FATF and the Basel Committee

- Officiall legal and case-law databases such as EUR-Lex, CURIA, HUDOC, CyLaw and BAILII

- Lectures, regulator webinars and practitioner podcasts selected for instructional value and credible provenance.

Open-access sources are screened for publisher credibility and indexing, with preference for recent material; items are reviewed each semester to maintain currency and live links.

The EIMF Library also maintains an Interlibrary Loan (ILL) collaboration with the Library of the University of Cyprus, allowing students and academic staff to request and access resources beyond the Institute's own collection. This already broadens the scope of available scholarly content and strengthens academic connectivity within the local higher education network.

In line with the Committee's recommendation, several enhancements have been implemented or prioritised to ensure that the library can adequately support the new programme and its proposed reading lists:

- Diversification of reading lists

  ✓ All course reading lists are under systematic, semesterly review by the Programme Leader and the Librarian.

  ✓ In addition to core textbooks, the lists now incorporate open-access journal articles, policy and regulator reports, professional-body guidance, and multimedia resources such as educational videos and podcasts.

✓ Course-level subject guides (LibGuides) are produced to organise key resources by topic and are explicitly mapped to assessment tasks.

- Expansion of digital access and subject coverage

✓ To ensure depth in law, compliance, taxation and finance, a subject-database gap analysis is underway, focusing on databases and platforms such as Westlaw, Lexis, HeinOnline, IBFD, Business Source, ScienceDirect and Emerald Insight.

✓ Recommendations from this analysis are submitted to the Internal Quality Assurance Committee (IQAC) with prioritised acquisitions aligned to syllabus requirements and usage evidence.

✓ The library is also in communication with major academic publishers, including McGraw Hill and Oxford University Press (Law Trove), to secure institutional access to key digital textbook platforms. These arrangements are intended to support concurrent e-textbook access for cohorts, mitigate limitations of physical copies and strengthen flexible and distance learning provision.

- International collaboration and book donation schemes

✓ A Book Donation and Resource Exchange Initiative is coordinated through the Advisory Board and academic staff.

✓ Board members and staff leverage overseas contacts, including partners at UK universities such as Cambridge and Cardiff, to source current editions and key texts aligned with course reading lists.

✓ All donations are screened under the Library's Collection Development Policy for relevance, edition currency and condition before cataloguing.

	Through this hybrid model, strengthened digital and open-access strategy, Advisory Board-led donation and exchange scheme, and enhanced collaboration with the University of Cyprus Library, EIMF has significantly reinforced its Library provision. These measures directly address the Committee's recommendation and align with ESG 1.6 (Learning Resources and Student Support), ensuring that the new programme and its reading lists are supported by contemporary, diverse and high-quality learning resources.	
2.	**Teaching and Learning Resources:** **The reading lists of the modules is predominantly based on dated books, most of which are not available in the Institute's Library. Considering the contemporary and interdisciplinary nature of the Programme, the reading lists should be revised, not only to include more recent sources but also resources that are available online. If textbooks are considered to be essential for a specific module, the use of resources like the Law Trove of Oxford University Press, should be considered, due to the fact that it allows parallel access to books online.** **Recommendation:** **diversification of reading**	We thank the Committee for this constructive recommendation and fully recognise that, for a contemporary and interdisciplinary programme of this nature, reading lists must be both up to date and realistically accessible through the Institute's Library and online platforms. In direct response, the Programme Leader and Librarian have initiated a systematic review and revision of all course reading lists, to be completed ahead of delivery for the first intake. This process focuses on three main aspects: • Currency and relevance ✓ Titles that are dated, out of print, or no longer aligned with current practice have been identified and, where appropriate, are being replaced with more recent editions or alternative contemporary works. Particular attention is given to courses dealing with fast-moving areas such as governance, compliance, EU law, taxation and financial regulation, so that key readings reflect current frameworks and debates. ✓ In the specific context of Cyprus law and compliance, where recent, comprehensive textbooks and monographs are limited, the reading lists are being deliberately rebalanced towards the systematic use of current materials such as recent academic and professional articles, up-to-date case law, and the latest primary legislation and regulatory instruments. This	Choose level of compliance:

lists and emphasis on online or publicly accessible sources.	ensures that students engage with sources that are both authoritative and reflective of the present Cypriot legal and regulatory environment, even where traditional book-length treatments are scarce.
	
	• Availability and online access
	
	   ✓ Each reading list is being cross-checked against the holdings and digital access already available through the EIMF Library, including our ProQuest / ABI/INFORM Collection and curated open-access sources (DOAJ-indexed journals, OECD, EU, World Bank and key regulatory bodies, as outlined in our Library response).
	
	   ✓ Reading lists are being restructured so that essential readings are available either via the library's physical or digital holdings, or as stable open access/publicly available resources. Where a previously listed book is not realistically accessible, an equivalent resource that is digitally or publicly available is being substituted or clearly prioritised.
	
	   ✓ Course-level LibGuides are being developed to group these resources by topic and link them directly to assessment tasks, with persistent links embedded in Course Guides and the Learning Management System.
	
	• Diversification of resource types
	
	   ✓ In line with the Committee's recommendation, reading lists are being broadened beyond traditional textbooks to include open-access journal articles, policy and regulatory reports, professional-body guidance, case law and legislation from official portals, and high-quality multimedia (e.g. regulator webinars, practitioner podcasts and educational videos), particularly where these better reflect the applied and interdisciplinary character of the programme. This approach is especially important in Cyprus-specific courses, where current legislative texts,	

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regulatory circulars and leading decisions often provide more up-to-date insight than available textbooks.

We fully agree that, in some courses, textbooks remain pedagogically important. For these, and in recognition of the need for parallel online access, the library has opened discussions with major academic publishers, including Oxford University Press (Law Trove) and McGraw Hill, to explore digital textbook access that permits multiple students to consult core texts simultaneously. These options are being scoped and prioritised based on each course's dependency on particular texts and alignment with the syllabus, and will complement, rather than replace, the diversification measures described above.

To ensure that this is not a one-off exercise, reading lists will be subject to regular review, at least annually and, where appropriate, on a semesterly basis by the Programme Leader and Librarian. Each review will consider:

- The currency of core materials

- Accessibility (including digital and open-access availability)

- Alignment with the Library's holdings and platforms

- Feedback from teaching staff and students on adequacy and usability.

Outcomes of these reviews will be documented and included in the Annual Programme Quality Report (APQR) allowing continuous refinement based on evidence and user experience.

Through this structured revision, diversification and digitisation of reading lists, and, in Cyprus-law and compliance course, a deliberate emphasis on recent articles, case law and current legislation, the programme now places a clear emphasis on online and publicly accessible sources, while still supporting textbook-based learning where it adds value. These actions directly address the Committee's recommendation and are fully aligned with ESG 1.6, ensuring that teaching and learning resources are

	current, accessible and fit for the interdisciplinary and contemporary character of the programme.	

6. Additional for doctoral programmes

(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	N/A	Choose level of compliance:
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7. Eligibility (Joint programme)

(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	N/A	Choose level of compliance:
N/A	N/A	Choose level of compliance:
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
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N/A	N/A	Choose level of compliance:

C. Higher Education Institution academic representatives

Name	Signature
Marios Mortis (Programme Coordinator)	
Panikkos Poutziours (Chair of Internal Quality Committee)	
Adonis Pegasiou (Member of Internal Quality Committee)	
Marios Siathas (Member of Internal Quality Committee)	
Despina Christofi (Member of Internal Quality Committee)	
FullName	

Date: 1/12/2025